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ABSTRACT

A collection of essays on the relationship between second language education and labor needs focuses on the current situation in the United Kingdom, particularly in light of recent British educational initiatives and in the context of the emerging European Community. Essays include the following: "An Overview of Recent Developments in Modern Languages Teaching" (Mel Austin); "Modern Languages--From the TVEI Pilot Scheme into the Extension" (Jim Holroyd); "Foreign Language Skills for the World of Work: Creating the Climate for Change" (Anne Stevens); "Exploiting current opportunities To Develop Modern Language Courses" (Anne Stevens, Ian Godfrey, Linda Hinchliffe, Peter Syson, Jim Holroyd, Edith Pagliacci); "Work-Based Experience in Modern Languages" (Anne Stevens, Jon Dal Din); "Principles and Examples of Programme Construction Schemes for Modern Languages" (Mel Austin); and "Some Examples of Current Innovative Programmes" (Anne Stevens, Linda Hinchliffe, Barry Ezra). Appended materials include a glossary of acronyms, useful addresses, sources of further information, and biographical notes on the contributors. (MSE)

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Languages for the world of work

Edited by Anne Stevens

CILT

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Anne Stevens
May 1991

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Introduction

Anne Stevens

Foreign language learning, for so long viewed as the preserve of the 'élite' and beyond the reach of the majority of pupils, is finally in the 1990s the focus of attention, and concern is being expressed about how to bring languages to a wider range of learners.

The quiet complacency with regard to the numbers of school leavers, graduates and employees who could usefully communicate in a language other than English is finally being overtaken by a mood of great activity and expectation.

Some of the changes, the place of foreign languages in the National Curriculum[1] for example, have already been announced. Others, such as the entitlement to learn languages in all post-16 courses and their place in employer-led training schemes, are still being developed.

However, the direction of the trends is quite clear and is marked by a determination to make good the deficiencies which have been allowed to develop over decades.

This book brings together many of the recent, current and planned initiatives involving foreign languages in schools, colleges and employment. In so doing, it defines quite clearly both the **place** of foreign language learning in the 90s and the **importance** of the role of foreign language skills in the job markets of the future.

Taking languages in the new National Curriculum as its starting point, it charts developments through post-16 courses - both vocational and academic, as well as beyond this - into employment. Languages are considered in the context of the 'non-specialists' for whom such skills are a tool for the job, rather than a central or specialist part of their studies.

The changes, developments and innovations are firmly rooted in the experience of practising teachers, with case studies to illustrate how new courses and innovative ideas have been developed and organised.

In areas such as post-16 courses, where developments are getting off the ground, evidence is drawn from major reports of national bodies such as the National Curriculum Council and the Association of Principals of Colleges[2]. All concur on the clear need to improve provision in languages and rapidly increase the skills available.

The development of language skills is viewed within a European context, as the most important factor in improving communication within the community. The work being undertaken by education curriculum bodies together with initiatives sponsored by employers means that language teachers in all sectors of education and training will be called upon to respond to these demands over the coming years.

Perhaps the view is nowhere expressed more strongly than by the Association of Principals of Colleges in their recent report, which speaks for the whole further education sector when it states that:

> *Language is not the only means of communication, but it is by far the most important ... It is an essential component in the long-term trends towards European citizenship - and to global citizenship. The case is incontravertible. We accept it, ... We therefore entirely support, on European grounds, the educational importance of a revised school curriculum within the UK which would require every pupil aged 11-16 to study at least one foreign language. ... We go further. We would recommend the Secretary of State for Education and Science to place a duty in relation to language study upon the Local Education Authorities. That duty should be for the Council to achieve by persuasion, a situation in which every Local Education Authority accepts a (voluntary) responsibility to provide a pool of*

> *learners of* ***all*** *major languages not only of Europe but of the world... We need to provide for the lorry driver travelling from London to Istanbul. He may need to be able to enquire in six foreign languages ... to cajole his way in different languages through several frontier posts with customs regulations which affect his cargo. Similarly, the wave of vocational education exchange which we see as a result of our research, and the vast expansion we expect in the next few years, will require not one, not two, but the* ***nine*** *working languages of the European Commission. The awareness-raising about Europe, now rapidly infiltrating the curricula of our schools, is certain to produce a generation of mobile young people who will see Europe not only as their oyster, but as their possession.*
>
> (Bonney Rust, W and G Seabrooke, *A European further education partnership*. APC, *Bulletin no 2*, 1990)

The commitment from the further education sector is both linked with and additional to that of higher education. Here we see more and more courses with a language or European orientation built into other qualifications, as well as mechanisms evolving to offer languages on a wider basis. This is promoted by a number of factors. The European Community's ERASMUS[3] scheme has led to a greater need for language skills among students taking part in exchanges and this will extend to cover Eastern Europe under TEMPUS[4]. Many colleges and universities are part of the government-sponsored Association of Language Export Centres which offers specialist language training and related services to the local community.

Many of these initiatives require education to work alongside industrial partners in the development of materials and programmes. This collaboration is the key to future success and many positive results can already be identified.

The next few years will prove a crucial time for developments in languages as the initiatives in all sectors come together and complement each other. The positive and supportive role of employers is a key factor. Initiatives from Europe and elsewhere will ensure that these developments are enshrined in a transnational framework and are both mutually compatible and acceptable.

This process has already started. Many European initiatives involve collaboration, co-operation and mutual support between industry and

education. Here in Britain, the government is looking to create a more coherent approach to all courses for students in the 16-19 phase. The Secretary of State has said:

> *I believe that whether they go into employment direct or via higher education, all students need to be equipped to take their place in a modern economy, as well as to be competent in every way to function in adult life generally. Specialism at 'A' level, and the maintenance of rigorous standards, is vitally important. But it must not, and need not, be at the expense of developing the broader skills, knowledge and understanding which will be needed in the twenty-first century.*
>
> *These have been described ... as 'core skills'... .*
>
> *They include communication, numeracy, familiarity with information technology and the world of business and enterprise, and the personal skills needed to function in that world, as well as, increasingly,* ***competence in modern foreign languages****. They are as relevant to Advanced level as to other students. The introduction of the National Curriculum will contribute much to their development up to the age of 16. But they need to be practised and developed thereafter.*
>
> (Secretary of State's speech to the North of England Conference, January 1990. *TES*, 12 January 1990, p 13)

These statements of intention from the Department of Education and Science will be eased into place by the work of the Languages Lead Body which, working on behalf of the Training, Enterprise and Education Department and with the National Council for Vocational Qualifications, will define at national level a scale of skills and competences for languages relating to their use in vocational courses and working life.

There is no doubt, therefore, that much will be realised over the next few years.

The full impact of the opening up of the Single European Market and the ensuing mobility of labour has yet to be felt. In addition, the development of Eastern Europe and German unification will fundamentally alter both the balance and importance of foreign languages in Europe. The effects of these social and political changes

are being felt throughout Europe where projects addressing the problem of developing wider language skills are underway. The EC Lingua programme includes important actions under 'Languages in Vocational and Economic Life.' The Council of Europe is currently running a series of two-year projects related to vocationally oriented language learning and expects languages in employment to have a central focus in subsequent programmes over the next five years.

The achievements and developments which are central to this publication have helped to pioneer much new thinking in Britain. They have often evolved in the context of a less than receptive environment. The teachers who worked on the schemes are now reaping the reward of their efforts, as so many of the ideas which they have developed are reflected in the National Curriculum proposals for Modern Foreign Languages. Their experience will prove a valuable asset to all teachers as they work with the new curriculum.

Anne Stevens
CILT, July 1991

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3. ERASMUS (see p 23).

4. TEMPUS (see p 23).

1

An overview of recent developments in modern languages teaching

Mel Austin

Recent debates and initiatives

At the present time, the education world appears to be bombarded with, in Geoffrey Holland's phrase, 'a profusion and confusion' of initiatives and of acronyms, some obvious, some confusing, some threatening, some exciting, depending upon one's point of view. Under this bombardment, which began in recent times with Sir Arnold Weinstock's broadside in *The Times Educational Supplement* in 1976, Jim Callaghan's Ruskin speech in October of the same year and the DES Green Paper of 1977, teachers appear to have accepted much of the blame heaped upon them for the failure of Britain as a nation to be competing in the markets of the world. They have veered towards utilitarian justification for everything they do, although no causal link has ever been established between school input of vocational programmes and industrial and commercial competitiveness. The initial, often hostile reaction to TVEI by teachers stemmed as much from the way in which the initiative was implemented as from the implied criticism of their cherished 'liberal' education, although many had recognised for years the lack of ability in their students to apply their school-based learning to everyday problems. The TUC's response to the 1977 Green Paper flagged the danger which is still apparent in some local interpretations of TVEI and the new education initiatives:

Without guidance there will be a danger that some schools will too closely identify their responsibilities in this respect with the short-term vocational needs of their pupils and with the requirements of local employers ... .

The purported tensions between education and training, between the public educators and the industrial trainers, between cognitive and affective learning and between a liberal general education and a utilitarian vocational education became the focus for the ensuing debate. Meanwhile, the teaching profession was gradually moulding all the initiatives to best suit, as they perceived them, the needs of pupils and students, but with the new realisation that the door to external scrutiny would remain ever open.

Over the last few years, therefore, a consensus has emerged among classroom teachers that these new initiatives do represent a response to these tensions and the problems they engender.

There appears to be agreement that a key aim must be to make education and training more directly applicable to work, that we must break down barriers between education and training so that the process is recognised as a continuum beginning in school and continuing throughout working life, and that we must build on existing schemes. The aim should be, not to overturn existing initiatives, but to develop and strengthen them and seek greater coherence of provision across the age-group as a whole. The word 'enhancement' has found a key place in the new jargon.

There are, however, practical difficulties. The 'stages for ages' model whereby the level of attainment is age-related, and which underpins all real attempts at student-centred learning, still appears to be a stumbling block. Furthermore, another element of the consensus is that we must provide pathways which allow for progression to further, higher and adult education, training and employment, and for transfer between routes; that we must secure status for vocational and pre-vocational studies and widen access for young people to credible and recognised certification.

Increasingly, wider notions of 'vocational', 'competence' and 'work' are being formulated and greater attention needs to be given to forms of curriculum design which can, convincingly, deliver outcomes in line with these wider definitions. As Geoffrey Melling noted as far back as

1984 (article in *Education and training 14-18*, CRAC), we now have comprehensive provision (something for everyone) but lack a comprehensive philosophy (a set of principles that apply to everyone equally). Therefore, we still find it difficult to offer routes of comparable worth and value and to provide transfer from one route to another. We possess comprehensive education and training in only a weak sense. We need to build courses particularly from 14 to 18+ in an integrated sense. At present, we tend to have general education with some instrumentality and vocational education with some generality. These are gradually being redefined in terms of 'core competences', necessary experience and the development of personal qualities as preparation for successful performance in the adult world. It is interesting to note that the National Curriculum Modern Languages Working Party based much of their definition of progression on a social/personal education view of individual progress.

Any new courses or course elements, therefore, that can claim to represent or associate with the new curriculum initiatives must support those wider definitions and promote 'core competences', experience and personal education in both content and form.

Recent developments in modern languages

The decline and fall of modern languages teaching in the 60s and 70s is well documented, and the HMI survey *Modern Languages in Comprehensive Schools* of 1977[1] merely served to voice the concern that was felt in the classrooms as well as elsewhere. Not that all the concern then felt for so little outcome from such a large input has been dispelled - as the speech by Tim Brighouse at the 1987 JCLA Conference at Hull[2] on this very theme indicates. However, there is a world of difference between the tone of the 1977 HMI report and, for example, the 1987 HMI *Curriculum Matters 8 Modern Foreign Languages to 16*[3]. There is also a wealth of difference in much of the classroom practice that is observable in many schools and colleges on a regular basis.

Despite the pessimism of these earlier reports of the seventies, there were positive movements. 1971 saw the beginnings of the Council of Europe's work on a unit-credit system for a 'threshold level'

of language learning, which was to result in the publication in 1976 of one of the most influential works for modern languages teaching, Van Ek's *Threshold level for modern language learning in schools*[4]. On the needs analysis front, the LCCI had produced and published in 1972 a classic piece of research into the language use of non-linguists in commercial and industrial firms[5], which was to have its influence on the Foreign Languages at Work [FLAW] scheme of the same examination board of 1983. Both of these works laid a great stress on the importance of oral skills and on the use of language for communication. 1975 saw the start of a research programme which reported in 1977 and raised the need for non-specialist courses post-16[6]. One reaction to this plea was the Oxford-BP German project, set up in 1977 and directed by David Phillips of Oxford University, which led to the development of the Oxford and Cambridge board's French/German for Business Studies 'AO' level examination. The trend towards more vocational emphases was given a boost by the publication of three reports in 1979 on the importance of languages to overseas trade, the Barclays Bank Report, the BOTB study and the BETRO Trust study[7]. That same year also saw the Business Education Council [BEC] now Business and Technician Education Council [BTEC] *Modern languages sample assignments* published[8], in a document which set the framework for the use of task-based learning and the integration of learning, teaching and assessment. In many ways this movement brought together, at least in embryo, most of the principles behind the other developments already mentioned - short-term objectives in a stepped sequence, assessment not age-bound but taken when the learner is ready, defined objectives and criterion referencing and the ability to use language for realistic purposes. Unfortunately, some of those principles became somewhat distorted in the interpretation and, similar to many vocational initiatives, were designated as alternative strategies for low-ability students, narrow in their outcomes and in their interpretation of communication.

As far as the teaching of languages is concerned, more concentration on 'communicative competence' and its implications spawned new initiatives such as OCEA [Oxford Certificate of Educational Achievement], with its emphasis on process rather than content and a long-needed focus on the methodology and teaching/learning strategies to be employed to make the principles

into classroom reality[9]. Such a focus has had its effect in a limited way on GCSE but more so on some of the alternative courses from the RSA (1984), the LCCI (The Foreign Languages at Work Scheme [FLAW] began in 1983) and the Institute of Linguists (new examinations began 1989). We are now at a point where the needs of industry and commerce and the calls for communicative outcomes to language learning can be fused into the same demand. The HMI document *Modern Foreign Languages to 16*[10] states:

> *... In the world of business and exports, the British Overseas Trade Board (BOTB) has drawn attention to the importance of conducting negotiations in the language of the customer, and industry and commerce are displaying a growing awareness of the value of foreign language skills.*
>
> *... Learning a foreign language should be primarily a matter of using it for communication. In this way language learning serves both educational and practical purposes, and successful learning will enable pupils to use what they have learned for communication with native speakers of the foreign language according to their individual needs and competence.*
>
> *... Finally, effective foreign language learning equips pupils with a skill which is advantageous to adult life and work. Our success in industry and commerce when we are dealing with countries whose language is not English partly depends on our willingness and ability to communicate with potential customers in their own language. Some pupils will later need to use a foreign language in employment, for example as lorry drivers, site foreman, hoteliers, business people, scientists or technicians. Others will want to use it for reading, travel, recreation and personal contacts, either at home or abroad ... Learning this language will also provide an apprenticeship in foreign language learning, so that those pupils who in later life need or wish to acquire competence in a different language already have confidence, some idea of the objectives to be attained and some of the skills required.*

The document later states that:

> *... The extent to which these aims are fulfilled will depend mainly on the co-operation, application and general ability of the learner; on the quality of the teaching; and on the length (and intensiveness) of the course.*

and further that:

> *... A foreign language, well taught, makes an important contribution to learning generally.*

Here we have, in theory at least, a modern languages response to the principles outlined earlier. Applying this theory to practice is what the new developments aim to achieve, and this challenge has been taken up by the National Curriculum Working Group in its proposals for the future development of modern languages teaching[11]. There are noticeable emphases on growing autonomy and independence as a marker of progress, and on the ability to 'learn how to learn'. The defined (if not definitive) opportunities for learning, combined with the open-endedness of the content should allow for more imaginative and wider-ranging learning contexts to be employed as a source of instruction than has hitherto been the case.

The place of languages in the curriculum

Generally, vocational education and training in the UK has lesser standing than academic education, giving an unhelpful distinction between what should be entwined routes of learning. The 14-19 age group should increasingly be seen as a whole, so that in encouraging academic excellence other talent should not be 'lost' and, most importantly, so that the 'divide' between vocational and academic learning should be bridged. But in pressing the urgent case for increased competence and work-related learning, we should not fall into utilitarianism, since employers worth their salt seek competent employees 'in the round', literate, numerate and motivated to adapt as the needs of the workplace change. It would appear then that it is simply not enough to provide a list of objectives solely in terms of content, albeit work-related. Employers are looking for more general competences and personal attributes as well.

The problem of misinterpretation has other, far-reaching aspects. The perceived 'divide' between vocational and educational learning has led teachers to shun the 'practical' for all but the least able learner. The need for able practitioners in languages exists at all levels, and indeed employers continue to report most difficulty in recruiting able linguists at higher levels. The myth that practical skills are not required by those with more advanced qualifications must be dispelled. We are moving towards a situation of greater comparability with our European neighbours, where language skills are taken for granted at all levels of education.

Central to the core of the pre-vocational curriculum advocated by *A basis for choice* (FEU, 1979)[12] is the enhancement of those personal and social qualities that prepare one better for adult life, whether that be in employment or not. These include the ability to develop effective personal and moral values, and to acquire such personal qualities as flexibility and the ability to face and solve problems. Many employers see such personal and social qualities as having priority in the selection of young recruits. The aim is to foster the confidence, thinking-skills and feelings that will enable young persons to accept a greater measure of control over their lives, to take greater responsibility for planning and organising various aspects of their lives, including tasks designed to advance their own learning, to cope with the unpredictability of events with a greater degree of flexibility and of self-confidence, to become more sensitive to the needs of others and to co-operate constructively with them, and to develop a stable set of defensible qualities that will sustain them in the future. Language competence and communicative skills must not only be essential ingredients of such a programme, but must, in their acquisition, promote those very qualities.

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2

Modern languages - from the TVEI pilot scheme into the extension

Jim Holroyd

When the Technical and Vocational Education Initiative [TVEI] was introduced in 1983, its classroom focus was very much on technology and vocational courses with no obvious reference to modern languages. However, as the initiative developed within selected pilot schools in more and more Education Authorities, it became clear that it could make a valuable contribution to the teaching of modern languages, and a number of individual schools and authorities were able to obtain some funding to carry through their own innovations.

Those early experiments of TVEI pilot schemes have now become orthodoxy. In its maturity, as it has extended slowly to all schools in all Education Authorities, TVEI has acquired a breadth of vision which embraces the whole curriculum. Its effect will be noticed in the amount of time allocated to the different subject areas as well as in lesson content and in the way that learning takes place. Of the messages that it carries, many are appropriate to modern linguists and deserve open-minded consideration, especially in the light of the National Curriculum.

Teachers who have worked on TVEI schemes in modern languages have firmly acknowledged the important advances that have taken place in recent years, culminating in the GCSE syllabuses: the setting up of communicative activities in the classroom; the use of authentic materials (although these materials are not an end in themselves); the

development of graded objectives and their associated methodology, which have helped to structure teaching and offer clear objectives to learners. At the same time, teachers have sought to provide additional realism and immediacy for language learners, bringing them, by whatever means possible, into closer contact with the foreign country and the world of work, and involving them more in their own learning.

No claim to originality would be made for many of the ideas introduced into TVEI or applied language schemes, for they had already been practised in primary and further education, but the emphasis they are given within a programme of study is important. Together they form a group of strategies to make learning more meaningful.

The overall approach is that the course is broken down into a number of modules or units, say seven modules in a two-year course. At the end of each module, the learner undertakes an assignment which comprises a number of tasks involving the four language skills: listening, reading, speaking, writing. The assignments for 14 to 16-year-olds should each embrace certain GCSE topics and incorporate tasks which are often simulations. (At a higher level, a number of the tasks may be truly authentic.) They should act as revision points within the course, so that students can carry out the task with the minimum of help from the teacher/tutor. Each assignment, forming the culmination of a section of work or module, will constitute a short-term goal on the way to some nationally recognised certification. It will ideally offer the opportunity to seek information from a link institution abroad.

> *The most effective way of developing language competence is by applying it to an increasing range and variety of real needs and real purposes, in which something of genuine interest is communicated*[1].

The success of meaningful communication with a link school will be limited, however, unless a number of school departments are involved and an exchange of information relevant to the curriculum has been devised, according to a schedule agreed with the partner school.

A logical extension of meaningful communication with a link institution abroad is a visit to the link town. Some schools have

prepared for visits, allowing students to do most of the organisation for themselves. Others have concentrated their efforts on setting up activities, such as surveys, in concert with the foreign school. Whatever the outcome, the aims must be the same as in the British classroom: to encourage the students to think for themselves while doing meaningful tasks and to communicate as much as possible in the foreign language. In addition, the British students must be encouraged to observe **and** make precise comparisons with their own environment.

Technology is often at the centre of the course programme and computers have a very definite part to play in language learning, not only through such programs as *Granville*, but also through foreign databases like Télétel, which can be downloaded under licence onto disk and incorporated into assignments. The word processing facility which the computer offers is particularly valuable in producing final drafts of letters and other texts, so that even poor writers can take pleasure in editing out their errors.

Satellite television is another form of technology being used in some schools. There can be no debate over the attraction of some of the material it offers us: cartoons, children's programmes, weather forecasts, advertisements, etc, but for any serious language work, exploitation materials must be prepared. Given that this is time-consuming, schools and colleges may wish to work in consortia for this purpose.

It is an aim of TVEI that young people should learn to think for themselves and work co-operatively in small groups. Work on assignments is an excellent way for teachers to gain familiarity with the organisation of small group work in which the foreign language can be practised in all four skills simultaneously in one classroom. Students need to be trained for this method of working, which is unlikely to succeed unless printed materials including reference books, tapes, a high-speed cassette copier, small cassette recorders and headsets are easily available[2].

Many secondary school pupils, on reaching the age of sixteen, already receive a Record of Achievement, a document which is the culmination of a long process of teacher/student review and assessment. Working to a learning programme divided into units or modules makes it easier for students to identify their achievements and

set targets for the immediate future. The assignment tasks, which allow students to show how they can apply the learning they have undertaken, provide a most convenient benchmark around which to base profiles and reviews.

Work experience will soon be an entitlement for all pupils in Years 10 or 11, and the vocational element in certain school subjects is now more emphasised. In this climate it is entirely sensible to make explicit the link between modern languages and working life. It may furthermore be possible to create some simulated tasks focused on a link town (to complement link projects already in train), which are related to work being done in Business Studies, Home Economics or Humanities. Such a strategy may be well worth considering for the short courses proposed for Years 10 and 11 in the National Curriculum.

For post-16 students, with greater language competence, tasks can sometimes be carried beyond simulations to the execution of a small service in the foreign language for a local firm. Work experience in the foreign language section of firms trading with Europe, and subsequent work experience in an affiliated company abroad, may also be organised[3], either independently or through the European Work Experience scheme.

At this level, too, some schools and colleges are already obtaining information from European databases (at the cost of a local telephone call) and using CAMPUS 2000 to exchange information with a link institution by electronic mail.

Such, then, are the principal applied language strategies devised initially in the TVEI experience. They are undoubtedly here to stay and will be necessarily adopted by more and more teachers in the 1990s. From our present position it is possible to make a few broad predictions and observations as to the developments we can expect.

Information technology will play a more important role in learning in general and certainly in language teaching, since the communication of information is the essential purpose of modern language learning. In response to National Curriculum requirements, there is likely to be a greater availability of computers and all pupils entering secondary schools will be more familiar with their uses, including the facility of word processing. Language teachers must be ready to capitalise on the skills that pupils already possess and the

extra hardware accessible to them. (There is every hope that the communications protocols in Europe will soon be standardised, with the result that exchange of information via electronic mail will be much easier, if not cheaper.) It follows also that all modern languages teachers must themselves develop a degree of information technology expertise.

Transport communications with the Continent are likely to be more efficient following the opening of the Channel Tunnel, and air fares are likely to be cheaper, so opportunities for task-focused visits abroad should be more attractive. The bonds that already exist between business and education are certain to be strengthened as organisers are set in place both locally and regionally for this specific purpose. This growing partnership will be of supreme importance in helping to establish a climate of opinion in which some understanding of a foreign language or languages is seen as both worthwhile and necessary.

With so many changes in assessment, curriculum and educational management before us, some may be inclined to see the future beset with problems, not least that of how to implement foreign language learning for all to the age of sixteen. For others, there are no such things as problems, only opportunities, some of them flowing directly from developmental work carried out within TVEI.

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3

Foreign language skills for the world of work: creating the climate for change

Anne Stevens

The many developments in the field of vocationally oriented language courses over the years have resulted in a proliferation of qualifications which is totally bewildering to anyone new to this field. Each form of accreditation and type of qualification has its own particular merits and benefits. However, to non-specialists, whether they be course-tutors or employers, the difficulty of comparing the levels of achievement of the various bodies makes them cumbersome if not impossible to use. What is needed is a nationally defined system of levels against which **all** qualifications can be measured and compared. But a system of nationally defined foreign language competencies related to vocational contexts and delivered through various awarding bodies can only have real value if the employer recognises the skills and actively seeks to promote and reward them.

Britain's reputation in the field of training is notoriously poor compared with our European neighbours and language training is no exception. If anything, it is almost certainly in a comparatively worse situation than any other aspect of vocational training. With many training programmes competing for funding within organisations, other areas generally tend to take greater priority. However, employers are beginning to recognise the key place of language skills in all their communications and particularly in the increasingly competitive foreign markets. A striking example of such concern can be seen in the

language campaign launched by the British Tourist Authority [BTA] in 1990/1991.

The Authority marked the European Year of Tourism by encouraging employers involved in all aspects of the industry to promote language learning and improve communication on at least a basic 'survival' level. The Authority is urging those involved in all aspects of the British tourist trade to improve its service to foreigners by encouraging staff to acquire at least some socially welcoming skills in those languages most commonly needed. Lest the industry should remain complacent, it launched concurrently with the campaign the damning report about the **lack** of modern foreign language skills entitled *Lost for words*[1]. The report underlines the dearth of language skills currently available. A keystone of future developments is seen as being collaboration between employers and teachers in fostering and developing skills. Towards the end of the report, the BTA identify 'action lines' for each of these groups. So successful has the campaign proved, that the BTA launched a follow-up year of action. This was inaugurated in March 1991 with a second report, *Winning words*, and a major award system for language initiatives within the tourist industry sponsored by Thomas Cook.

Many employers are closely involved with educational institutions - as governors, industrial partners, sponsors, etc - and they cannot fail to notice the emphasis being given to foreign language skills in schools and colleges. This must have an influence on language awareness within their own professional organisations and companies.

One other interesting force at work is that of employee demand. Whether as students in further or higher education or new recruits of a company, many are entering their post-school phase with some attainment of foreign language skills. These have been achieved through great effort and hard work and those who have gained them often do not wish to see them moulder and decline. It is in response to this demand and the recognition of the usefulness of even elementary language ability that course tutors and employers are having to structure language skills into their development programmes.

Examples of such moves come from universities and polytechnics where engineering departments in particular are conscious of the need to produce professional recruits to the industry who can operate effectively in, at the very least, a European context. The major

employers are reacting to similar pressures. Many of them have claimed to include foreign language development in their structure for some time, but pressure is coming from ambitious young recruits who are perhaps more aware than their elders of the importance of these skills in enhancing their career paths.

As every teacher of languages knows, new skills are not achieved in a day, nor even in the few weeks which much current publicity often claims. Although many **are** now embarking on language training programmes for their employees, they are rapidly realising the importance of **recruiting** staff at all levels with foreign language skills.

A nationally defined system of skills and competences will help both learners and those recruiting them to understand exactly what the skill means in terms of use in the workplace. In the meantime, a number of major employers, as well as a growing number of smaller organisations, are working to ascertain exactly what their needs are in terms of the functioning of their organisation.

Language providers from the public and private sectors across the country report increased demand for foreign language training, while the Department of Trade and Industry stresses the role of training in languages in its documentation for employers in relation to the implications of the EEC Single Market from 1992.

As well as the tourist industry mentioned earlier, other sectors which have been considering the role of foreign languages in their operation include the Law Society, which recently issued a publication entitled *Solicitors in the single market*[2]. The insurance and underwriting world is one which will see great changes after 1992. Lloyds of London has carried out a major review of the needs of the industry. Lloyds has established a language learning centre in its headquarters in the City of London which now runs a number of thriving language courses. They have also developed a series of cultural briefing packages on disk entitled *Getting down to business with ...* .

Government departments are equally concerned and, perhaps not surprisingly, HM Customs and Excise were the first to carry out a major review with the intention of implementing a comprehensive foreign language policy over the coming years. Other departments will surely follow.

There have been so many reports[3] urging everyone involved to work towards improving foreign language skills in the workplace that one feels they are often recited like a litany and again, like so many prayers, remain unanswered. However, there does seem to be a deep change in attitude now that the new decade is upon us. A number of professional bodies responsible for the provision of training to large numbers of key employees are looking to add foreign language training to their programmes. In addition to those already mentioned, accountants, management - and even some schools of management - banking and engineering and the TUC are among those pressing for action.

Perhaps the most significant and influential force, though, is that of the Confederation of British Industry. The CBI and CILT collaborated in a major conference entitled *Languages mean business* in January 1989. The two organisations worked together to organise a meeting for industrialists and educationists which was addressed by HRH The Prince of Wales on the subject 'The relevance of foreign language skills to British business success'. The need for more action was underlined whilst the considerable efforts being made in some areas were acknowledged[4].

The commitment of the CBI is important as it represents business not only at national but also at local level and provides much essential information as well as a research service for its members. The CBI maintains an office in Brussels which specialises in help and advice to members in their dealings with the Community. Many other professional associations are now seeking guidance on language training, in particular the British Institute of Management and a variety of professional training bodies for particular sectors. The major barrier to further development in the employment sector, as in education, is that of **funding**. Any form of foreign languages training is relatively expensive. The Business Growth Training Scheme operated by the Training Agency invites bids for funding such training and this may prove a valuable resource.

The Training, Enterprise and Education Department [TEED - formerly the Training Agency] has funded a number of important projects related specifically to languages. These range from a pilot project to develop materials which could form the basis of a 'language

entitlement' policy for students in further education to the software packages on cultural awareness for the insurance industry.

Perhaps the greatest impetus comes from Europe, and the European Community has recently funded important programmes relating to language training. Full details of the various European Community programmes are available from the organisations listed in Appendix 2, but the following résumé may help in identifying programmes appropriate to individual needs:

ERASMUS - European Community Action Scheme for the Mobility of University Students
The programme promotes mobility of both staff and students and gives financial support to universities and other higher education establishments, students and staff.

COMETT - Community Programme in Education and Training for Technology
The programme encourages and strengthens co-operation between enterprises, universities and all post-secondary training establishments in order to develop initial and continuing training in technology to meet industry's requirements for a qualified workforce.

LINGUA - Community action programme to promote foreign language competence in the European Community
The programme will promote INSET for teachers and trainers, a knowledge of languages used in work relations and economic life, and exchanges among those involved in professional, vocational and technical education. The languages covered by the programme are: Danish, Dutch, English, French, German, Greek, Irish, Italian, Luxemburgish, Portuguese and Spanish.

TEMPUS - A Community programme to encourage links with Eastern Europe.

YOUTH EXCHANGES - Young worker exchange programme
The programme is open to young people from EC member states aged between 18 and 28, employed or seeking employment, who have completed their basic vocational training/apprenticeship. The EC will

contribute to the costs of accommodation, meals and up to 75% of travel costs. Exchanges can be short or long-term ranging from three weeks to sixteen months.

PETRA - Community action programme for the vocational training of young people and their preparation for adult and working life
The programme aims to improve the standard and quality as well as the availability of vocational training and to develop a European dimension to initial vocational training.

The Central Bureau [CB] and the United Kingdom Centre for European Education [UKCEE] can offer help in the areas of work shadowing or work experience. The UKCEE is responsible for a work shadowing pilot project (1988-1992) for seventeen-year-old students in EC countries. The aim is to use industry within the EC as a resource for curriculum development. Students plan projects, together with local industry and at least one educational institution from another EC member state. The students work in each other's countries on projects in industry for periods of seven to ten days.

Information about the funding obtained for projects already in operation was sought by the APC in their survey of further education institutions. Their findings list the main sources of funding currently exploited by colleges as follows:

Participants	41%
College	37%
Local Authority	11.5%
EC	6%
Central Bureau	2%
British Council	2%
Other sources	0.5%

It is clear from these figures that contributions from individual participants play an important part in maintaining projects. These sums, together with monies from colleges themselves, amount to some 78% of current funding.

On the other hand, a number of schemes handled by bodies such as the Central Bureau for Educational Visits and Exchanges are under-

utilised. Information about funding currently available through various programmes needs to be disseminated more widely.

The APC report identifies a lack of funding as one of the major barriers to future developments. The process of obtaining such support needs clarification in order to broaden the basis of activity. Despite these problems, institutions which are already active in encouraging links and exchanges intend to maintain or extend their current provision.

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4

Exploiting current opportunities to develop modern languages courses

Anne Stevens, Ian Godfrey, Linda Hinchliffe, Peter Syson, Jim Holroyd, Edith Pagliacci

The whole area of vocationally oriented language learning [VOLL] has moved from a peripheral activity of minority interest to a more central feature in the development of curricular programmes.

At the pre-sixteen stage the recommendations of the Secretary of State for Education and Science and the Secretary of State for Wales for modern foreign languages in the National Curriculum[1] underline the importance of developing within programmes a relevance to working life and the use of languages outside the classroom. The National Curriculum Council in its document[2], which outlines core skills 16-19, also emphasises this point and recommends that cross-curricular activities be developed to encourage the use of foreign languages in a range of different contexts.

The debate which has long pervaded the area of VOLL - that of the desirability and indeed definition of 'pre-vocational' (generally pre-16) as opposed to 'vocational' (generally post-16) training - has been largely superseded by the developments within TVEI which take the principles embedded in the initiative through the curriculum from 14-19. The basis of language study within TVEI, as with all other elements of these courses, is that it must be practical, useful and of relevance to the whole curriculum, the context for the learning being the adult world, at whatever stage it is taught.

This is particularly significant as TVEI policy extends across the 14-19 age range, thus embracing the post-16 sector where foreign language work has been traditionally sporadic and vulnerable. The TVEI foreign language strategy, delivered through its regional areas, is having a major effect on the planning and strategic development of foreign language provision post-16.

Through such developments as TVEI, which Jim Holroyd discusses in Chapter 2, one can at last witness the development in Britain of the recognition of foreign language skills as an essential tool of working life. Just as information technology and its associated skills are now accepted as at least desirable and for many essential, the ability to communicate in more than one language will be an essential pre-requisite to the working life and career development of many of the young learners currently at school or college.

This does not mean that VOLL can, or should, be so specific as to prepare a learner for a particular post in working life, but rather that the learning should be directed towards the use of the language in a working environment, the degree of specificity increasing just as other aspects of training for working life also develop.

All of these developments focus on the need to ensure a coherent programme of development in languages from the earliest stages through any further education, higher education or employment training. In this context there is currently much attention focused on the further education sector and the 16-19 range.

The basis for these changes can already be seen in the new curriculum to be followed by all pupils up to the age of sixteen. The proposals in the National Curriculum document from the Modern Foreign Languages Working Group outline seven areas of experience within the foreign language curriculum. These are:

- everyday activities
- personal and social life
- the world around us
- the world of work
- the world of communications and technology
- the international world
- the world of imagination and creativity

The working group, quite rightly, sees much overlap between these areas. That same interlocking is true at all stages and ages of foreign language learning. In other words, the apparent divide between 'vocational' and 'non-vocational' language learning, the latter traditionally intended for the more able learner, is no longer applicable. All aspects are valid and part of VOLL but will take a different emphasis at different stages of learning.

The key to development of a curriculum involving all these areas is cross-curricular activities. The National Curriculum Council in its report *Core skills 16-19* (op cit) identifies five cross-curricular themes for the 5-16 curriculum:

- economic and industrial understanding
- environmental education
- education for citizenship
- careers education and guidance
- health education

The report, however, emphasises that the themes are also essential in the post-16 curriculum where they will need to be developed to include:

- scientific and technological understanding
- aesthetic and creative understanding

The core skills which the NCC states should be incorporated into **all** programmes of study post-16 are:

- communication
- problem solving
- numeracy
- information technology
- modern foreign language competency

Although all this cannot be developed immediately, the lines of future development for language learning are clearly drawn. The badly needed coherence is at last visible through the various

recommendations for curricular development in foreign languages from 11-19 and into adult life.

There are already many examples of programmes running in schools and colleges which aim to achieve this integration.

The NCC issues a series of publications on cross-curricular guidance[3]. The documents exemplify ways of integrating themes through the foundation subjects of the National Curriculum. Document number 4 in the series, entitled *Education for economic and industrial understanding*, provides some interesting case studies. Although there is not much mention of foreign languages, the examples could easily integrate foreign language skills.

As well as providing ideas which could be developed by teachers, the publication has a useful appendix which notes the main projects and organisations promoting economic and industrial understanding in schools.

A number of LEA-based initiatives developed under the aegis of TVEI already attempt to integrate languages into other curricular areas. Two examples are outlined.

THE WIRRAL APPLIED FRENCH COURSE

This course was developed as part of an Applied French course with IT and Business Communications at Wirral Schools Technology Centre, and subsequently adopted in various forms by other centres. The version of the course described here is the original one.

The course runs for one year with optional extension to two years. Its target audience is sixth-formers with a GCSE Grade C pass (or equivalent) who wish to maintain and expand their command of French but who are generally not taking an 'A' level in the language, i.e. particularly (but not exclusively) science students. The objective is to offer ancillary skills which can be of real benefit in everyday life, study and employment. A combination of a foreign language and information technology seems to recommend itself since both are tools for the exchange of information, an ever more important and complex process which increasingly underlies all aspects of modern life and work.

As a consequence, the course is designed to develop and apply communicative French skills in practical everyday and work-related contexts, to use information technology (e.g. word-processing, data retrieval, electronic mail) in order to carry out the work in French, and to foster a mature approach to work and study on both an individual and group basis. The course room operates as an office rather than a conventional classroom, thus helping to create an adult working atmosphere, and all activities are introduced and carried out as business activities using appropriate forms of communication. All work is based on three broad themes:

1. social, personal and official contacts with Francophones;

2. preparing and coping with visits to Francophone countries;

3. doing business with Francophones.

Assessment is continuous and students who complete the course successfully receive FLAW and CLAIT certificates.

A fundamental tenet of the course is that the skills shall be put to real use. All major course activities require the students to make genuine contact with France and French speakers and the outcome of these activities is arranged to serve a useful purpose beyond the confines of the classroom. Some activities involve tasks undertaken for local clients, such as making enquiries or arrangements on their behalf by telephone or letter. Links with local businesses also give students insight into the use of French and modern communications technology at work.

EQUIPMENT

The equipment includes microcomputers with word-processing and a variety of other software, an electronic mailbox on CAMPUS 2000, access to Prestel and its French equivalent Télétel, video recording and replay, direct satellite broadcast receiving dish, audio-active-comparative cassette recorders, plus equipment such as telephone and photocopier.

The first stage of the course aims to develop social and interpersonal skills in French by having the students play host to a Francophone visitor to the centre. This is a genuine exercise which is recorded on video and replayed at a later date when students are encouraged to assess their own performance and take steps to remedy any weaknesses. The information recorded on the tape is also used to produce a personal portrait of the visitor for inclusion in a course magazine.

ELECTRONIC MAIL

The CAMPUS 2000 electronic mail system allows students to correspond via microcomputer and telephone line with their counterparts in France. The message is entered on the keyboard and sent down the line to the receiving terminal where it can be stored and/or printed out. This facility is used in a variety of ways, of which the simplest is the exchange of 'pen-pal' details. It is also used to obtain specific information about aspects of life in modern France which may be required to complete a particular task. At a more sophisticated level, electronic mail can be used as a medium for conducting business simulations with a French *lycée*. The simulations cover the basic processes involved in the buying and selling of goods, from the initial advertising of the product to the conclusion of a sale.

These simulations make use of a range of technology. Word-processing and microcomputer facilities, which are used extensively throughout the course to produce a wide range of documents in French and English, are employed to produce letters, publicity material, invoices, keep records and files, and so on. The electronic mail system itself is used to transmit and receive telex-style messages concerning business transactions. TICK-TACK software is called upon to help compose business correspondence in French. This is a system whereby the student keys into the computer the constituent phrases in English of a letter or similar document required ultimately in French. The software then produces the equivalent French version. This is of course to be seen as a complement to language skills, not a substitute for them, since students generally need to edit and adapt the computer version to satisfy their precise requirements. The telephone can be

used for direct negotiations, and advertising for their 'products' can be produced on audio or video cassette.

VISITORS' GUIDE

Another of the major course activities is to compile a brief up-to-date guide for English visitors to a French town or area. Boulogne, for example, was chosen since there are links with a local travel firm which specialises in short-stay trips there. The students themselves have the responsibility of determining the structure of the guide, the tasks which need to be carried out, and the means of accomplishing them. The work involves contacting a wide range of organisations in the target area in France for current information on topics such as accommodation, shopping and places of interest.

Information technology proves invaluable to a project of this kind. Letters of enquiry in French are prepared and completed on the word-processor and produced on the high-quality printer. Where possible, names, addresses and telephone numbers of organisations to be contacted are obtained via Télétel. Mailshots are then produced with the help of the micro for contacting, for example, a number of hotels. When replies are received, information is collated and stored on the micros and is later retrieved for the compilation of the guide, at which point the flexibility and resources of the word-processor are again exploited. Further information is obtained by direct telephone calls to France, and also by calling up on Prestel details such as current exchange rates, petrol prices, AA services for continental motorists.

Discrete French language and IT tasks are relatively rare, since the nature of the work generally requires a combination of both. This tends to happen even in the early stages of planning a project where, for instance, the word-processor can be used as an 'electronic notebook' for gathering vocabulary which will be required for the execution of later tasks. The technology is thus exploited throughout to help get jobs done in an efficient and versatile manner reflecting practice in commerce and industry.

COURSE PLANNING

Course planning and teaching is a team effort calling on the skills of

specialists in languages, information technology, and business studies and communications. Time must obviously be given to establishing the outside links which are such an important feature of the course, but the resulting increase in student interest and motivation more than repays the hard work involved.

The valuable groundwork and preparation of the Wirral Schools Technology Centre has allowed a number of individual schools in the authority to run versions of the course independently. The former director of the project, Ian Godfrey, states that *'this can only be a positive development since it will bring the course to a wider audience and will ensure its continued development as each school adapts and shapes it to suit its own needs'.*

Schools, sixth-form colleges as well as the further education sector will view such developments as a natural follow-on from work undertaken through the curriculum up to the age of sixteen.

THE STOCKPORT TVEI FRENCH SCHEME

This scheme organised in Stockport is aimed at pupils in Years 10 and 11 but it could equally be used for post-16 schemes. The French element in the TVEI course running in a number of schools formed the basis of a residential course entitled *Contact sans voyage*. The idea was to provide a residential experience which was available to all pupils and combined a number of curriculum areas in the activities.

It was decided not to run the course in France due to funding difficulties and the organisers opted instead for a residential stay in Britain. This reduced costs and made future replication and expansion of the course much easier.

The staff wanted the course to include:

- links with their twin town in France, Béziers;
- an emphasis on practical communications skills;
- authentic materials and authentic tasks;
- the fostering of general language skills rather than vocationally specific skills;

- commitment to TVEI aims and criteria, i.e.
  - promotion of equal opportunities;
  - relevance to adult life;
  - practical application of skills;
  - development of cross-curricular skills;
  - students taking responsibility for their own learning;
  - links with information technology;
  - emphasis on personal development;
  - a residential element.

The course is based on class links between the towns and the aims and context match those of the NEA GCSE syllabus. About two hundred students in five schools took part in the first course.

The residential course took place during the first week of October in the second year of the course. The original intention was to take all the students away together, but they could not find a centre large enough. Consequently, three schools stayed from Monday to Wednesday lunchtime and the other two schools stayed from Wednesday lunchtime to Friday lunchtime, accompanied by their teachers.

In fact, finding a suitable centre within the right price range was not an easy task. Accommodation was needed for the students and staff involved, with sufficient rooms suitable for group activities, some rooms large enough for plenary activities and suitable facilities for the students' free time. Eventually a Field Centre in the Lake District was selected.

THE ACTIVITIES

Weekend residential courses for 'A' level language students have become a regular event in the Authority, although none of these teachers had previously been involved. Nevertheless, this did provide some residential experience on which to build.

The plenary activities included a quiz, based on a tape/slide presentation, a mock auction, a timed competition which involved asking questions and looking up references, an activity involving songs and a concert. It was interesting to see the different reactions of the two groups to these activities. In the competition involving asking

questions, the teachers were concerned that their students experienced difficulty in putting together fairly simple questions.

The concert was considered to be a success, despite the apprehensions of the teachers. Items included French versions of *'Blind date'* and *'The price is right'* as well as sketches written by the students with the help of the assistants. In some cases, students who were not considered by their teachers to be particularly motivated were obviously enthusiastic about the concert and succeeded in speaking a surprising amount of French.

The group sessions included ice-breaking activities, role-play, activities such as the variations of Kim's game, *'l'île déserte'* story building and preparations for the concert. The same teacher and assistant stayed with each group for the different activities. There were also some individual competitions which students could choose to do, either alone or in pairs.

This project illustrates how a low-budget residential activity can be made available to all pupils - essential if the 'élitist' image of language learning is to be erased. Additionally, once the language learning takes place away from the classroom many possibilities are opened up for the co-operation of staff from other departments, such as Geography staff in a Field Centre, etc. The Stockport teachers report that staff and students enjoyed the experience and would have liked it to last longer. They plan to offer a similar experience in German in the future. However, they point out that experience showed them the importance of working with small groups - about ten they feel. This means more resources - staff and rooms. They are also considering 'banding' the pupils for the activities and rotating the groups between teachers.

The staff do not claim to have succeeded in simulating a visit to France, nor was French spoken all the time. However, apart from the obvious personal and social benefits derived from such activities, the language adviser feels that far more French was spoken than would have been spoken during a visit to France of the same length. The whole exercise was, of course, considerably less expensive. Staff and pupils from a number of schools mixed together and the general exchange of ideas between peers and colleagues was invaluable. All the English-speaking staff felt that they benefited from the *'bain linguistique'*.

Here then are two contrasting schemes. One seeks to integrate modern languages with information technology and even with business studies to produce a strongly vocationally oriented approach, at least in terms of the skills to be acquired, the other seeks to make the process of language learning exciting and diverse. Both, therefore, have strong motivational inputs, particularly desirable in relation to modern languages courses for the non-academic or the non-specialist students. They relate very much to the concept of the 'entitlement curriculum' in the sense that students are more likely to want to take up 'entitlement' when what is on offer is not only instrumentally useful in a vocational sense but also integrally exciting and stimulating.

The implications for further education

The further education sector needs to be well acquainted with the work covered in schools and indeed could benefit from an exchange of experience in many areas, e.g. cross-curricular activities, recording achievement and others. Schools, on the other hand, could benefit from the wider experience of employer contact, intensive courses etc, which are so often a feature of work in the further education sector.

To date, far too few of the courses running within further education include any language training. Indeed, foreign languages tend to feature almost exclusively within Business Studies, Catering or Travel and Tourism courses - and are not always present even there.

In its recent report, the Association of Principals of Colleges[4] states that Britain has always been ambivalent about the need for integrated foreign language training and any support has tended to be directed towards those who have shown some proven ability early in their education and this within a severely restricted range of courses. However, the prospect of the completion of the single European market by the end of 1992, with all its implications for mobility of labour and mutual recognition of qualifications, is a powerful and persuasive force. Add to this the current 'market force' approach to training courses and the need for schools and colleges to remain competitive, and it is clear that strategies need to be developed as a matter of urgency.

The report recommends that colleges offering full-time vocational education courses take action in the following areas:

- at least one exchange scheme with a counterpart in a European Community country should be established by the 1991/92 academic year.

- help and advice should be drawn from the regional centres of European Vocational Education and Training.

- colleges involved in exchanges should increase the range of vocational sectors covered by the arrangement.

- the quality of exchanges should be improved by concentrating on the practical vocational outcomes for students.

Perhaps the necessary catalyst in the situation will be provided by the report itself, which strongly advocates the development of European links between colleges. This is a traditional feature of many school activities within the language and other departments, but far less so in the further education sector.

The report states that 65 colleges from a total of 415 have 'very good' institutional links with European counterparts. There are a further 167 with no links at all. One college which has developed a range of linked activities across three European countries is South Downs College in Havant, Hampshire.

THE SOUTH DOWNS COLLEGE SCHEME

The scheme, administered by individual departments and co-ordinated by the College Euro Officer, places students in such areas as Business Studies, Technology, Catering, Languages, Hotel Reception, and so on, for a two weeks' experience abroad. So far, students have been sent to France, Germany and Denmark. Those without appropriate language skills are given brief but intensive language survival courses and cultural briefings. The programme has been so successful that the demand for places exceeds supply.

The college feels that the benefits from the scheme are that:

- the experience is valued both by prospective employers and higher education;
- students often return with a desire to further develop their language skills;
- language students develop confidence and fluency in the language;
- some careers education objectives are met through such European work experience, and issues of mobility of labour post-1993 are highlighted.

On their return, students are required to give a debriefing both to their Head of Department and to the College Co-ordinator. They also make presentations to their course groups as well as to the students applying for places for the following year. The whole process is modelled on commercial practices and the students find the experience from selection to final presentation to be of great benefit and personally rewarding.

The further education sector has for too long been separated from the school sector, often with little contact established between the two. It is obvious that both sectors have much to gain from improved and strengthened contact, and if a coherence of learning is to be achieved, programmes need to be coordinated.

THE MILTON KEYNES SCHEME

An interesting example of the benefits of working between institutions within an LEA is the collaborative venture in Buckinghamshire between Milton Keynes College and Lord Grey School. The BTEC courses at the school are the result of co-operation with Milton Keynes College and the school provides two one-year option modules in French and Japanese. They also plan to offer a one-year module in German. At present, a non-beginners course in French and an ab initio course in Japanese are on offer. The students are not specialist linguists - some students have taken a language up to Year 4, and others dropped languages at a much earlier stage. Numbers are small - fourteen students follow the course in Japanese and three students

follow the French course. Japanese proved to be popular as it seems to have some sort of exotic appeal! Japanese was a suitable and appropriate language to offer because of Milton Keynes' Japanese connections. The city has a Japanese population of about 500, working in over twenty Japanese companies, a Japanese boarding school and a full-time Anglo-Japanese liaison officer.

From talking to employees in one company it was clear that they were sometimes required to visit their parent companies in Japan and that companies often received visitors from abroad. As many of the Japanese in the city live in the community, many pupils were also coming into contact with the Japanese as neighbours, in local shops, and in social situations. This information provided the basic framework for the course.

Term 1: Introduction to Japan and Japanese; preparation for first contacts with Japan.

Term 2: A visit to Japan. Everyday survival language and social customs/problems that may be encountered.

Term 3: A Japanese visitor in Milton Keynes.

Within this vague framework the aim was to include all the language objectives set out by BTEC, e.g. face to face exchanges, use of telephone, obtaining information from written sources, basic writing skills such as form-filling. This obviously meant coming to terms with the Japanese writing system - a mammoth task on its own!

Having established this framework, the problem of resources arose. There were various textbooks and accompanying tapes which were very dry and far from being very realistic. Several Japanese organisations were contacted, e.g. the Japanese Embassy, Japan Tourist Organisation, and the school started to accumulate leaflets - mainly in English however. One of the local companies provided old Japanese newspapers and magazines and collected realia on business trips in Japan. Japanese friends in the city made tapes and a video was made at the Japanese School featuring some of the pupils. The Development Corporation also kindly lent their video of Milton Keynes in Japanese.

The original objectives of the course proved to be too ambitious. The students found reading Japanese difficult and it was hard to fulfil the BTEC objectives with their limited knowledge of the writing system. However, students enjoy even the limited level of reading and writing that they are able to achieve more than any other skills.

Links with abroad

It may not be necessary to look outside the school for a collaborative venture which could use the skills of the language learners.

The whole area of school trips abroad is perhaps one where the language department should make a greater stand. Perhaps the skiing trip or cruise should **only** be organised if some use of the language is built into the experience of the young travellers? What sort of example are we setting if our pupils learn that they only need English abroad? If attitudes towards languages in Britain are to change, then this process must start at school and teachers must be prepared to present the rationale and muster the arguments forcefully in favour of an increased involvement in the language as well as the amenities of places visited.

Hampshire LEA has run interesting workshops where language staff work with specialists from other curriculum areas to prepare materials for trips and exchanges, as well as for joint projects. Although this may seem difficult, staff involved all agreed that the exercise was of mutual benefit. The language staff were assured that activities were relevant to other programmes of study and non-specialist linguists had firm ideas about the language skills needed by the pupils.

Two conferences organised through the TVEI South East Region examined the possible contributions of both linguists and non-linguists to exchange schemes within the EEC. The conferences involved linguists and non-linguists in equal numbers and took place in France and Germany respectively. Each event had a clear brief, such as to investigate attitudes to 1992 and the Channel Tunnel, and each had a number of inputs - in the vernacular - from specialists in the areas involved. All the staff agreed that it made them more aware of the importance of European awareness in the curriculum and of the

need to foster foreign language skills. Staff returned replete with ideas and raw materials from which to develop joint classroom activities.

Links with the world of work

The links which most teachers are now more likely to be familiar with are undoubtedly those with the world of industry and commerce.

Links with local companies which have international contacts give rise to much more than a group visit to view the production line. Their value is in the insight a teacher can gain from the contact into the day-to-day workings of the company; the stresses, strains and difficulties of the situation. There is also a good deal of humour - especially where languages are concerned. All of this is a source of great inspiration in devising and designing classroom activities and simulations.

One such is the involvement of Cavewood Transport in the design, development and implementation of assignments at a local comprehensive school. The chairman of the company, a school governor and an employer committed to developing work-placed links for his employees, saw the difficulty in resourcing and developing work-related assignments. The language staff were invited to work with his staff in devising activities for pupils using company documentation as stimulus material and real events for the context of their work. For an international freight company there is no shortage of material and the company even subsidises some visits to France for the pupils.

A larger-scale project is the collaborative venture between VAG, the car components company, and Buckinghamshire LEA. The two partners have worked together, through the advisory teacher, to produce an impressive and high quality series of materials[5]. As in the Cavewood project, they are based on real situations. The benefits to both sides are manifest. The school gains a valuable insight into the use of languages at work, not to mention a supply of teaching materials which mirror the uses to which language skills are put in the workplace. The company, on the other hand, develops a heightened awareness of its need for and use of language skills and gains valuable insights into language teaching methodology, which it can put to good

use in developing its own internal policy for language training among employees.

Setting up such links may be difficult for schools and even for colleges where established links might be of little value to language development. There are many umbrella organisations with responsibilities for promoting schools/industry links, and the DES issues a useful booklet listing them[6].

Most authorities employ a school/industry liaison officer and an approach should be made through this person in the first instance. This is a precaution against any one company being approached by too many institutions and also provides a framework and organisation for the contacts. If, as is often the case, the teacher proceeds to pursue personal links with a company, then certain guidelines and procedures should be borne in mind.

It is generally more useful to be able to contact a person directly by name. If this is not possible, it is better to direct a request to a particular department rather than to a wrong name - taken perhaps from an out-of-date directory. If it is known that a company is involved in overseas operations (information available through their company report or other trade directories), then it is best to approach the export department where there will be some contact with foreign personnel and some involvement with foreign languages.

Any letter needs to be brief, precise and offer some reciprocal benefits. For example, if the aim is to reflect local use and need for languages in the classroom, then the company will benefit from the enhanced skills in their possible future recruits. If the company - as is quite likely - has a need for language skills which it is unable to meet adequately, the pupils may perhaps become involved in some practical way, such as when foreign visitors arrive or on social occasions when some help could be of value. It is best to keep suggestions general at this stage and emphasise the need for the classroom teacher to learn from industry.

Before deciding to pursue a possible link there are some organisational points to bear in mind:

- Industry and commerce work a longer day than most educational institutions and appointments may be outside normal teaching hours.

- Meetings are generally brief and succinct. Always be well-prepared. Have any questions ready.

- Try to prepare something to 'offer' the company/organisation and think of what's in it for them.

- It is notoriously difficult and frustrating to contact people in education by telephone - always try to arrange to contact the company instead.

The **'golden rule'** should be:

Always check whether contact should first be made at LEA level - through a liaison officer or links person.

The person who respects this approach and prepares the ground thoroughly has every prospect of establishing a sound basis of co-operation. Once companies get to know a teacher or an establishment, they are enormously helpful and open in sharing their experience. The relationship needs to be fostered; many industrialists are wary about any involvement with teachers. Such co-operation is worth pursuing because the rewards and benefits fully justify the effort involved.

References

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2. NCC Document *Core skills 16-19* (1990).

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5

Work-based experience in modern languages

Anne Stevens, Jon Dal Din

Most, if not all, pupils take part in a period of work-based activity before the age of sixteen. Yet it is still true that few of these placements make use of the opportunity to explore the use of foreign languages in the workplace. Of course, it is true that hitherto lamentably few companies have actively used foreign languages in their daily dealings - even with foreigners. However, the situation is changing and employers are increasingly recognising the benefits of having a pool of foreign language expertise among their employees.

It should not be difficult to persuade a company which takes pupils on work experience to allow them to demonstrate their skills from time to time - such as showing around a visitor, making polite conversation or answering the telephone. At the very least, the pupil should be able to identify during the placement opportunities where use of the foreign language **could** be an advantage. The greater the collaboration and contact between schools and colleges and local companies, the greater will be the motivation on the part of students to learn and on the part of the employer to receive young people with foreign language skills, reward them appropriately and plan to develop those skills still further.

The work experience can take different forms. As well as direct work experience, pupils can take part in a work simulation or work shadowing exercise. Other institutions organise 'industry days' with the collaboration of local firms.

Direct work experience: this is the procedure whereby a student is placed with a company on a full-time basis for one or more weeks.

In terms of foreign language experience, it is useful to find a company which uses languages regularly or operates in a foreign language. The success of such an arrangement depends very much on planning and preparation and, as the organiser cites in the case study, the role of the school/industry liaison officer can be crucial.

It is possible to organise work experience abroad, but it is important to investigate the implications of the Health and Safety Regulations. The laws tend to be more stringent in the UK and this aspect should be fully investigated before undertaking such a scheme. It is not generally advisable to undertake work placements abroad below the age of sixteen. Sue Samson also gives some useful tips in her CPVE Guide[1].

Work simulation: many local authorities now have centres where such simulation work can take place. If well organised, such an experience can integrate several areas of the curriculum and can provide an insight into the organisation and day-to-day running of a company.

Work shadowing: this arrangement offers the chance to study the role of a particular worker in-depth over a short period of time.

Industry days: where an institution has contacts with a number of firms, it may be possible to bring them together to provide a varied experience for the pupils. Companies often prefer this type of activity as it is sometimes difficult for them to cope with the increased demand for visits and placements these days. A well-planned day can provide a broad range of experience for the pupils, with different activities and stimulations. They are also useful for fostering relations between the local community and education and for giving the outside world a glimpse of the kinds of activities taking place in the language classroom today.

Whilst first-hand experience of languages in use in the workplace may be restricted to a study of locally-based companies at the pre-16 stage, many more exciting possibilities are developing for older students. One

such is the use of UK-based foreign companies to offer work experience in a foreign environment, with a working language which is not English.

THE KINGSWAY COLLEGE SCHEME

John Dal Din decided to make a work experience scheme a central feature of many of the courses followed by students at the college. The unique aspect of the placements which the college organises is that they all take place within companies whose working language is the target foreign language of the students.

Convinced that the college should offer a large range of skills to a wide range of 'abilities' and to prepare students for life as well as for examinations, the language staff offer students a variety of courses - 'A' Level, Institute of Linguists, FLIC and FLAW, York 1 level. To language skills were added keyboard skills, word processing, use of the computer, European Studies, and tutorials which included study skills, careers advice, advice on progression to higher education, and preparation for work. The course titles emphasised the vocational relevance of modern languages.

It was decided to include work experience as part of the offer to prove the point that languages are an asset in the workplace and that local businesses and industry would be only too pleased to have linguists working for them. It was also a challenge in so far as careers and work experience personnel thought that work experience for foreign language students was unrealistic. However, they were very helpful and co-operative once Jon started to look beyond the traditional outlets for linguists. The languages offered by students were French, German, Italian and Spanish and all students managed to get a placement in the language of their choice.

The work experience co-ordinator explained work experience to the students, the procedures to be followed, the best ways to maximise the experience. He sorted out practical problems like insurance and travel claims. He gave language staff advice on monitoring and evaluating students' experience. The work of monitoring students, once in place, fell to the various specialist staff who found that preparing students for work experience was very exciting since it

involved a whole process of negotiation with and between students, teachers, other departments and employers, at every stage. It also took up a lot of time. The college found that most staff did not yet understand the concept of WEEPS [Work Experience on Employers' Premises] and consequently did not take it very seriously.

Some of the main organisational tasks which fell to language staff were:

- making contact with the appropriate manager in the company;
- negotiating the terms of the contract;
- helping students to prepare a curriculum vitae or letters of introduction (in the foreign language);
- helping students arrange a pre-placement interview (in the foreign language);
- preparation of tasks to be carried out on-site during the placement;
- ensuring that students did not fall behind on other work.

The students prepared a 'work experience diary' during the placement which they recorded in written form and on cassette.

Teachers learned much from their contacts with employers, from meeting students off-site. Both teachers and students saw one another in a different light, discussing this new and 'real' experience on a one-to-one basis. The students acquired knowledge and experience which they could pass on to their teachers. Everyone gained something.

After their two weeks, students received a reference from their employers, the college received a report on them, students wrote a letter of thanks. References and reports were excellent, students truly grateful. They had all gained in self-confidence, saw the relevance of the skills they had acquired in college and fed back to the college their insights into the companies. Not only that, many were offered temporary or permanent jobs. Finally, students gave a presentation on their experience to heads of department and senior management.

The scheme has helped the college to establish links with local trade and industry, useful for students and teachers alike. Students have brought back resources which are being used in FLIC and FLAW and could also be used in TVEI, GCSE and new 'A' level course work.

They are now thinking of making work experience an integral part of the JMB 'A' level, with students working abroad.

THE FLAW COURSE AT ST DOMINIC'S SIXTH FORM COLLEGE, HARROW

Here, a more elaborate work-shadowing scheme was organised, where the Foreign Languages at Work scheme [FLAW] includes a visit to France. The visit took place in the context of a FLAW course in French. This one-year course is designed for students with Grade A-C in GCSE and is of particular interest to those studying 'A' level Science or Economics. It is one of a range of courses run by the London Chamber of Commerce and Industry in response to the needs of industry and aims to provide practical and vocational teaching which enables students to develop language skills required for the world of work and leisure. The course programme is developed and assessed internally and monitored by a consultant appointed by the LCCI. FLAW was introduced to St Dominic's as a pilot scheme in 1987.

ST DOMINIC'S INDUSTRIAL LINK

St Dominic's is fortunate in having had for a number of years a link with BP through the School Link Scheme. The link officer had been approached by the staff of the French department when the introduction of a FLAW course was being planned. She responded with invaluable practical support, such as the provision of a word processor and of authentic documents in French and English. She contacted BP France headquarters in Paris, who put the staff in touch with the *Responsable du Service Formation* in the Dunkerque refinery.

STUDY VISIT TO DUNKERQUE

The study visit to Dunkerque, which includes two days spent at the oil refinery, has become the highlight of the course. Preparation for both aspects of the trip last about six weeks.

At the refinery, students hear talks on BP France, the oil business, oil refining and the specialisms of the Dunkerque site and its

organisational structures. They look at catalysts used in refining and examples of finished products. The tour of the refinery includes the power station, the research unit, the plants producing bitumens, paraffin waxes and lubricants, storage and loading areas, and computerised control rooms. A morning is spent touring the liquid gas bottling plant and interviewing the plant manager. In the first two years an afternoon was devoted to interviewing employees from various sections. In addition, students are delighted by a fire-fighting demonstration in which they participate, under careful supervision by fire officers.

PURPOSE OF THE VISIT

- To experience French in use in a work-related context at the refinery and in a leisure-related setting in the town.
- To apply linguistic knowledge and to develop practical and social skills.
- To gain some understanding of a multinational company.
- To develop an awareness of French culture and institutions.
- To develop self-confidence by involvement in the planning of the trip and by taking responsibility for the interviews.
- To enjoy the experience and feel a sense of achievement.

WORK SHADOWING

In 1990 an important innovation was the introduction of work shadowing. This was seen as a natural development from interviewing employees. The Head of French had also attended a BP link school conference at which the Head of BP Educational Relations had encouraged the extension of the Dunkerque initiative into this field.

PREPARATION: INTRODUCING A NEW CONCEPT

Staff at St Dominic's liaised with the *Responsable Formation et Communication* who arranges the annual FLAW visit to the refinery. He expressed considerable interest in the project and a willingness to experiment. Strangely, the concept of work shadowing was apparently new to the refinery and appropriate French vocabulary had to be

found for the venture. After obtaining the necessary permission from the Director, the Training Officer undertook to brief the employees responsible for each division, section or unit which would receive an English student.

At St Dominic's the preparation for work shadowing was integrated into the six weeks' project work. Inevitably, the students could only be prepared in a general way since they did not know their exact placement in advance. The most useful preliminary preparation was on interviewing skills. Discussions included how to structure an interview, active listening techniques, and how to encourage people to talk. Questions were drafted in French which ranged from general questions about the interviewee's background to specific questions about his job. Even the simplest techniques were stressed: asking the interviewee to draw a diagram to clarify a difficult point and the use of sign language. Although these questions and skills were designed primarily for the formal interviews with employees, they were to prove the 'life-line' for students undertaking work shadowing and provided a basis for communication.

IMPLEMENTATION

Since the staff from St Dominic's and at the refinery were unsure about the success of this new venture, it was decided to limit the work shadowing to one morning. Students, who were naturally quite apprehensive about the experience and lacking in confidence, were given individual placements. The Training Officer gave the group a 'pep' talk emphasising that the employees were as nervous as the students and that if the experience were to be a success the students should try to make the first approach. His encouragement and confidence in the students were a key element in the success of the project. Each student was then accompanied to his placement by the Training Officer and a teacher. The Training Officer made clear to the employee concerned the nature and purpose of work shadowing and the expectations on both sides. At this stage the teacher explained the assessment form which the employee was required to complete. During the work shadowing students observed the tasks carried out by the employee and had an opportunity to ask questions. The teachers and

two Training Officers toured the site and monitored student performance.

ASSESSMENT

The teachers had decided to use an existing BP Oil UK Work Experience Report form. This, however, had to be modified for work shadowing and for a French environment. A colleague at a *lycée* in France assisted staff in translating the original document into French and designing one for work shadowing.

Staff had feared that the expectations of the employees might be too high, that they would not take into account the students' language limitations and superficial knowledge and would judge them harshly. In the event, the evaluation was very lenient. Students scored very highly for interest, politeness and safety consciousness and well in all other areas assessed. This kind marking would suggest that the students and employees had made efforts to establish a good rapport.

It was felt that a morning of work shadowing was sufficient. Students were coping with technical details and vocabulary. One-to-one shadowing abroad is demanding and the level of concentration required is tiring.

Despite the initial apprehension of the students, the work shadowing proved to be the highlight of the trip. Students felt a great sense of achievement and even excitement. They were all touched by the consideration, kindness and patience shown to them and felt that the experience had been very positive and had increased their confidence.

The European Work Experience project [EWE], funded both nationally and by the European Commission, undertakes to negotiate work placements in Europe and to establish contacts with schools and educational establishments in the countries concerned. Exchanges are taking place or are proposed in France, Germany, Spain, Portugal, Italy and Greece. Eventually, all member states of the EC will be invited to join the project.

The advantages of working on a collaborative basis to organise work experience are clearly demonstrated through the EWE project. Links are made between an area in the country concerned and an LEA

in Britain. This puts the negotiations on a firmer footing and also ensures some longer-term commitment from the Local Authority, whilst offering some flexibility as to the actual placements within the vicinity.

Another important advantage is that of insuring the students and staff taking part. Negotiating cover can be complicated and often requires sensitive collaboration between partners. This is best organised by the LEA on behalf of all participating institutions.

EWE have produced a resource pack which offers invaluable guidance to anyone interested in developing work placements of any sort, but particularly with firms abroad. Among the topics which it covers are aspects such as the organisation and commitment of a project, questions for consideration by companies, students, schools, parents, governors and education authorities, a framework for implementation and case studies of projects which are already up and running.

Despite these exciting and worthwhile projects, it is clear that opportunities for students to take part in any form of work experience outside the UK are extremely limited. The survey carried out among all further education institutions in England and Wales by the Association of Principals of Colleges [APC] showed that only 73 maintained colleges and 10 independent colleges had arrangements for such a scheme. The vast majority of placements, predictably, are in EC member states with France accounting for almost 40% and Germany a further 22% of current work experience placements. There is clearly scope for development.

The research carried out by the Association of Principals of Colleges showed also that a number of colleges have arrangements with more than one country and they cite one college with placements in 40 different establishments in the same country. The general picture appears to be one of a relatively small number of establishments involved in a variety of schemes. The fact that their commitment to work experience abroad is growing would suggest that institutions feel that such placements are of benefit to both students and staff.

The schemes are organised across a variety of vocational sectors, the most popular being Catering/Hotel/Tourism and Secretarial and Business Studies. Although these may be the traditional areas of language use, schemes involved a number of other areas such as

Agriculture and Engineering, with a language department being mentioned only once! About 100 colleges had plans to start or expand such arrangements in the future.

Of the perceived barriers to such schemes, language and organisational problems were each mentioned by 15% of institutions. The overwhelming difficulty encountered is a lack of funding, mentioned in 55% of cases. The main problem lies in the diversity of possible sources of funding and the time involved in preparing bids which often prove unsuccessful. Many institutions have abandoned this bureaucratic route and favour instead looking for their own source of support through local sponsorship. Many report that this is proving increasingly difficult in the current economic climate.

However, it is to be hoped that through the new programmes developing from the European Community and the increased commitment to language from industry, increased funding and support will be available in the future. There is certainly no lack of enthusiasm from other countries and the increasing need for courses within the UK to comply with comparable studies abroad will no doubt bring greater pressure to bear upon local authorities, awarding bodies and the industrial sector to support such ventures.

References

1. Samson, Sue *CPVE: a practical guide* (Macmillan Education, 1988).

6

Principles and examples of programme construction schemes for modern languages

Mel Austin

It is simply not practical to advise all schools and colleges to ship off boatloads of learners to the target country, although some form of large-scale exchange programme ought to be on future agendas if the hopes for the integrated market are to be realised. What we must do is to devise **tasks** that make use of the target language which learners see as relevant. We have tended for too long to create inauthentic tasks with inauthentic materials and, more recently, with the stress on authenticity, to create inauthentic tasks with authentic materials. One has only to take a look at the recent GCSE papers to see this misconception of what 'authenticity' is really about. Many of the reading tasks are based on an authentic piece of the target language, but the tasks are quite often inauthentic in that they require the reader to operate within an unfamiliar context, to answer questions to which the questioner patently already knows the answer or to complete activities which are unreal, such as completing half-finished grids or ink-blotted translations. In the speaking assessments at Basic or General level the absence of any need to listen or react to your audience's response in role-play tasks, together with the absence of the key element of unpredictability, renders their value questionable, as is that of the discrete skill format of the whole examination.

If we are to create tasks which are relevant to learners, then we must begin with the task rather than the language and with the learner rather than the teacher. This is not to deny the teacher the right to choose and order the elements of language which learners will acquire, but to recognise that, within those parameters, the task has to be seen as relevant by the learner, has to motivate and stimulate, and promote more than purely linguistic competence. The task should aim to develop initiative, enterprise and creativity in its solution, the learner should aim to develop some form of independence both in that solution and also in the process of learning which accompanies it. If these elements are missing, then the exercise becomes merely a linguistic drill with no wider educational purpose. For the majority, this will lead to boredom and frustration.

Let us now look at some examples of existing practice and determine how they might fit into our own scheme of things by investigating the where, what and how, and by noting some of the structural alterations that such approaches might entail.

There exists a growing awareness of the need for a language proficiency amongst our workforce. There is now evidence tracing attempts to alter our national indifference on this point (Liston and Reeves, 1985[1]; O'Grady and Wilding, 1985[2]; Hagen, 1988[3]; and a new recognition of its importance from HMI in *Curriculum Matters 8*[4] and in the National Curriculum final report.

Courses for post-16 are distinguished by their stress on the vocational-instrumental in the content, topics and activities of the materials. The assessments generally associated with such schemes will bear witness to this instrumentality in their very titles - Languages at Work, Languages for Commercial Purposes, French for Business Studies, Secretarial Linguists Examinations, etc.

Schools and colleges all over the country have developed some extremely interesting and innovative schemes, mainly in response to the flexible demands of such accreditation bodies as the London Chamber of Commerce and Industry [LCCI], whose Foreign Languages at Work [FLAW] scheme is amongst the best known and most widely used. Schools and colleges have created their own courses but with a narrowly conceived 'vocational' identification and with a common utilitarian bias.

The tasks and assignments of all are often set in such circumstances that although motivating through their realism, they are still only simulations. A more interesting development is the post-16 TVEI course in the Wirral, where the college concerned set up a real 'language service' for local industry, run by the students on the programme. The purpose of all tasks here is immediate and real.

Vocational needs should not be seen solely within a narrowly defined field, either of context, or of linguistic competence. As far as language-specific skills are concerned, there is plenty of reason to believe, from much of the research already done into vocational 'need', that the initial stages of the contact are more to do with a more general context of socialising, personal detail and travel than with any specific and detailed vocational content. In this respect, most of the schemes employed in most schools up and down the country are already promoting a pre-vocational language competence. Some examples of the kind of tasks that could be seen to be promoting such an approach are the following:

Using hotel details from any publicity material or advertisements from the press, activities such as those which follow can be used.

Pupils should be provided with all necessary materials and documentation and a cassette recorder for listening to announcements or recording their own message.

Outline task - 2nd year French materials
Hardenhuish School, Chippenham, Wilts, 1988

You are working for Costapacket Travel Company on a Saturday morning and have to deal with France because nobody else can speak, read, write or understand French.

Several people come into the shop and want to stay at hotels in France. You must:

★ Look at what they want and choose them a hotel/or hotels that suit them best. For each person, note down the hotel name, telephone number and any other details you think they might need.

★ When you have sorted out their hotels, choose one and ring them up to make a booking. Give the kind of room you want, the extras, dates and number of nights. Give the name. Check on prices. Check on details. Write down what you manage to book.

★ When you have sorted out their hotels, write a letter to one in order to book a room for one of your customers. Give the Costapacket Travel Co name and address at the top of the letter.

★ When you have sorted out their hotels, access the computer to find out more about the area and what's on in the town on the dates your clients want to stay. When you find it, write it down as additional information.

Write up everything neatly and tidily on the paper provided, as though it were a real customer.

NB: You may work in pairs or on your own.

Activities do not have to centre around the design of an assignment. Successful classroom activities can be based, for example, on the use of printed timetables, which are readily available.

Horaire Lyon Perrache - Paris

You are working at the information desk at Lyon - Perrache Station for the summer months of July and August. Your job involves dealing with passenger enquiries and most of the people you deal with are English speakers.

★ An English couple want to spend a long weekend in Paris. They want to arrive in Paris early, before a quarter to seven in the morning if possible, and they demand a sleeper compartment and not couchettes.

a) What train would you recommend they catch from Lyon Perrache?
b) What time would they arrive in Paris?

By adding a reporting back activity, such as 'ring the hotel and leave a message at the reception for the customer' or 'report to your boss the enquiries you have been dealing with', the teacher ensures that the language can be used actively by the pupils. The feedback could be recorded (message to reception) or in writing (memo for client to hotel reception). The instructions to the task could be in the foreign language.

Any such activity can be varied spontaneously by the teacher by changing the circumstances of the activity (weather problems, strikes, delay, change in number in party, etc).

For the purposes of task creation let us suggest a three-level model into which we might fit our content/context/topic developments:

Level 1 - No real-world use
Level 2 - Simulated real-world use, e.g. role-play (as above)
Level 3 - Immediate real-world use (the Wirral example)

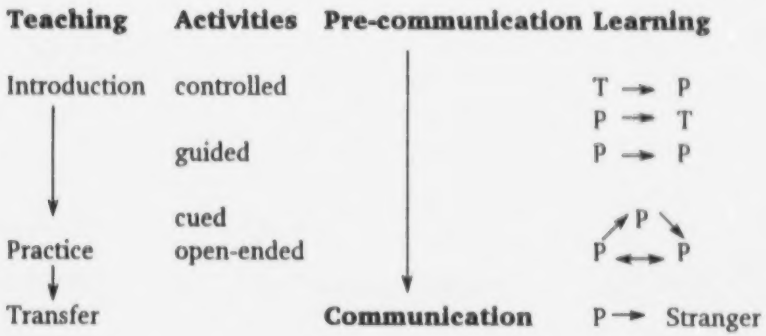
The following list given in *The 14-18 Curriculum: integrating CPVE, YTS, TVEI? A discussion document* (Youth Education Service, 1985) makes no mention of subject-specific content:

- experience-based learning
- learning from the workplace
- problem-solving and project work
- personal and social development
- negotiated curriculum and contract learning
- guidance and counselling
- modular course design and graded assessment
- profiling
- community involvement
- using residential experience

It would appear that 'vocational' should not be defined solely in terms of vocationally specific skills, however general these may be. It should also be interpreted in terms of more general competencies which promote flexibility and aspects of personality which employers need - co-operation, independence, problem-solving ability, creativity, enterprise and initiative. Students cannot reveal these qualities in activities with pre-determined outcomes, nor in activities which allow for no individualisation in approach, process or outcome. Genuine communicative tasks, therefore, offer inherently some form of choice and allow some form of negotiation either in the choice of task or in the approach to its solution. This form of task is, once again, not limited to those with high levels of language competence but should and can be incorporated at all levels and with students of all abilities.

Anything that concentrates on teaching/learning strategies is more likely to represent a more lasting and more replicable initiative than one that concentrates on course content. The reader might wish to refer to Littlewood's excellent *Communicative language teaching: an introduction* (CUP, 1985) or to relevant chapters in *Languages in schools: from complacency to conviction*, edited by David Phillips

(CILT, 1988), for more detailed discussion. There are perhaps several points that might be worth emphasising here. The communicative process can be expressed in the same way as the three-level models we have set up already for task creation, since it develops from presentation through rehearsal or practice to transfer or real-world use:



CORE MODULE: TASK 1 ASSESSMENT SHEET
INITIAL CONTACTS WITH FOREIGN VISITORS

Student's name .....

Teacher's name ..... Date .....

For instructions on how to mark the task and complete this sheet, please consult the section of the Teacher's Notes entitled 'Assessment Tasks - Conduct and Marking' (Section 6).

PART A COMMUNICATION SKILLS — EFFECTIVE COMMUNICATION

During the task the student was able to:		BOX 1	BOX 2
i)	indicate that he/she speaks the target foreign language		
ii)	offer help or ask what the visitor wants		
iii)	ask for, and correctly enter the visitor's name		
iv)	ask for, and correctly enter the visitor's date of birth		
(iv)	ask for, and correctly enter the visitor's age		
v)	ask for, and correctly enter the visitor's nationality		
vii)	ask for, and correctly enter the visitor's address		
viii)	ask for and correctly enter the visitor's occupation		
ix)	give adequate directions to a place in town		
x)	give an idea of the distance or time involved in reaching the place		

(continued)

In carrying out the task, the student communicated...

Politely	☐	Helpfully	☐	Resourcefully	☐
Clearly	☐	Patiently	☐		

PART C NEGOTIATED STATEMENT

.....

.....

.....

.....

Student's Signature .....

Teacher's Signature .....

(Teacher Use)

TOTAL NUMBER OF POINTS EFFECTIVELY COMMUNICATED (Part A above) ☐/10

GENERAL METHOD GUIDELINES

The working group responsible for the design of this scheme saw it as important that the following general principles should underly the teaching and learning approaches adopted.

★ Identifying the learner's needs

- Try to establish a JOINT RESPONSIBILITY FOR LEARNING between the teacher and the learners by DISCUSSION of the possible NEEDS arising from the particular SITUATION(S) within a module. Be prepared to ADAPT and EXTEND modules after the discussion.

- Where possible, carry out limited RESEARCH with the learners in the LOCAL COMMUNITY (e.g. arrange a visit to the tourist office or local leisure centre) in order to find out what LOCAL NEEDS may be.

- Invite representatives of local firms or services to meet groups of learners and discuss how languages may be useful in the WORK SITUATIONS which relate to the modules.

★ Which linguistic skills should be stressed?

- The emphasis should be placed on the development of ORAL and AURAL skills.

- The ability to COMMUNICATE EFFECTIVELY and CONFIDENTLY should be regarded as more important than the need for total grammatical accuracy.

- The ability to NOTE INFORMATION in English.

- Although little emphasis is placed on the need to read and write in the foreign language, activities involving these skills may well form part of the learning process.

- GAMES appropriate to the learner should be used if possible.

- NOTE-TAKING involving the recognition of the relevant foreign alphabet should be practised.

- Activities which INTEGRATE various language SKILLS (listening, speaking, writing, reading) should be used where possible. Reference to

the materials used for the assessment tasks should give ideas for developing similar strategies in the classroom.

- LISTENING activities should be designed to develop both GIST and DETAIL comprehension. As such, a wide variety of language and structure should be contained in listening activities.
- Listening skills can best be developed if the MAXIMUM USE of the FOREIGN LANGUAGE is made by both teacher and learner in the classroom.
- Regular practice in ACCESSING and INTERPRETING printed and visual material should be given. (Again, refer to the assessment tasks.)
- INFORMATION GAP activities which require the learner to elicit unknown or undisclosed facts or information from other parties should be devised.
- CLASSROOM DISPLAY preferably produced by the learners should be encouraged and should form a valuable point of reference during the teaching/learning process.
- FOREIGN LANGUAGE ASSISTANTS or VISITORS should be invited to participate in lessons, if possible, in order to provide the opportunity for more REALISTIC COMMUNICATIVE ACTIVITIES.

(See also the sample materials and methodology for the module 'Working in the leisure industry'.)

This model represents the teaching/learning process both macrocosmically (over the whole of the language programme) and microcosmically (over the length of individual lessons and 'topics') and the individual elements of language that make up the whole teaching programme will be at different stages of development. Every lesson then will be a complex interplay between elements that are new, elements that are at rehearsal stage and those that are absorbed into the repertoire, and the whole process will involve a constant recycling and repetition of the old in new situations. This will demand the constant attention of the teacher who will need to direct this process. However, the shift of attention from teacher-centred to student-centred activity also means that the teacher will spend less time in the directoral role and more in that of providing support and guidance, as pair and group activities give those necessary opportunities for learners to interact with one another. Although there is a clear message here about the necessary structured (in managerial not grammatical terms) sequence that the teacher has to hold on to, the communicative approach also demands that the teacher be the supreme opportunist, making use of whatever occurs naturally to promote language competence:

★ The school mufti day that affords an unexpected opportunity to introduce discussions on clothes, colours and preferences, followed up with a simulated fashion show, catalogues, posters, programmes and models courtesy of the pupils.

★ The school sports day that allows the introduction of athletics events, and discussions and surveys on likes and dislikes.

★ The late arrival that affords the opportunity to introduce apologies and excuses.

Communication often requires that you do something either in response to a message or to acquire some information and there should be ample opportunity for learners to move around the classroom, not only to interact with others but also to access various sources of information, such as cassettes, videos, books and magazines. Moreover, the less formal and more adult environment thus created

will also contribute to the increased motivation and participation of the learners, a point particularly important at post-16 level.

Students will be more engaged with their learning if the process starts from their own interests. As with learning through doing and experiential learning, motivation comes from the engagement with a topic of personal concern. This is not to deny the teacher the right to order the language progression to best suit her classes, however. The scheme of work will continue to detail topics and language to be presented, but it will be more concerned with the form of delivery than with its content. In order to meet the requirements of communication and of pupil motivation there should be three types of language to be simultaneously presented, rehearsed and employed:

- situational/survival/topic language (eating out/complaining/money)
  - this is the language that simulates real-world use.

- personal conversational language (my family, my holidays, racism, TV)
  - this is the language that has a real-world use but is mostly decontextualised.

- transactional language (organising group, asking questions)
  - this is the language that has immediate real-world use.

Not only is it vital for the language chosen to be appropriate to the level of interest of the learner and for the tasks set to be motivating, it is also essential that the learner does as much practice on those elements of language as possible. As many learners as possible should be as actively engaged in using the language to communicate as much and as often as possible. This means that the teacher must seize every opportunity to hand over to the learner all activities which require linguistic interaction and for which the learner has the necessary linguistic competence.

If learning is to be more vocationally orientated though not vocationally specific, it is desirable for students to be given greater scope for developing individual interests. To do this they will need to be able to exercise some choice over what they do and have some

'negotiating rights'. Negotiation assumes that learning will start as closely as possible to the student's experiences. Teachers in this context can act more as facilitators than as the source of all knowledge and can devise tasks that promote such freedom in the solution, in the process or in the setting. Once again, we can set up a three-level model for this input from pupils in their own learning:

- defined outcome, no initiative (train timetable example above)
- no defined outcome, some initiative in solution but not in setting (see 'Motorway journey' below)
- no defined outcome, initiative and negotiation possible in solution and setting (see 'Help at home' below).

The following example of a Level 2 approach is taken from the Buckinghamshire Working Party 'Business French' materials.

Motorway Journey

- You and your family - mum, dad, twin brothers aged six and baby sister - are motoring from Milton Keynes to a campsite near Menton, in the south of France.
- You have decided to cross to Dunkirk so that you can use the motorway for the whole journey, to save time with the young children in the party.
- Your ferry is due in at 10 am. You plan to stop for lunch at midday so that everyone can eat, the children can spend francs.
- You will spend about an hour - 1½ hours over lunch and will then press on south. For the baby's and younger children's sake, you have decided to stop by 7 pm and stay the night in a hotel.

Using all the information on the next four pages you must:

★ work out which restaurant you hope to stop at and give reasons (time, mileage, facilities).

★ work out if any of the motorway hotels are suitable for you to stop at and give your reasons (time, mileage, facilities).

PS. You will need to work out distances (in kilometres) and you need to know that the maximum speed on French motorways is 130 kph (just over 70 mph), which your car can do quite easily.

The following is a Level 3 approach adapted from materials produced by Hardenhuish School, Chippenham.

Help at home

You have been asked by your French correspondent to do a survey on what English students do to help at home.

DECIDE HOW YOU WILL ORGANISE YOUR SURVEY

★ Discuss:

Will you ask people in French or English?
Will you ask people in words or with pictures or both?
How many people will make a good sample?
How will you count the answers - just name all you do? - just name, say, three? - list in order first, second, third? - give points to each choice?

★ TASK: DRAW UP A SURVEY SHEET

Try it with a **few** people. Does it work?

★ USE IT ON MORE PEOPLE OR REDESIGN IT.

DECIDE HOW YOU WILL WRITE UP YOUR FINDINGS (IN FRENCH)

★ Discuss:
Do I know all the sentences I need? (If not, how shall I find out how to write them?)
How will I write my findings - as a list? with pictures? as a letter? as a graph, pie chart, etc? can I use a computer program? any other way?
How do I make it look really good - colour it? add drawings to figures? word-process it? put it in a folder? etc.

★ TASK: WRITE UP YOUR FINDINGS

Student-centred learning not only entails a large emphasis on pair and group work, it also focuses on the progress of the individual. During the learning process there must be time built in for reflection on and assessment of progress. This should be seen as an integral part of the teaching/learning process. Class teaching must take account of the different rates of progress of individuals and allow for it in the provision of tasks which allow for differentiated outcomes and approaches and in the provision of remedial and extension work to cater for both ends of the ability spectrum. Partly in answer to the Government's promptings and partly through their own needs, many schools and colleges have devised checklists of language elements or profiles of competence in different skills areas for both learner and teacher to measure this progress. A sophisticated example of this is the OCEA modern languages profile. The importance of such a check is to generate some discussion about progress and such documents will only be of worth if the findings are followed up and acted upon by the teachers.

It follows from the previous section that the need to chart individual progress is paramount and that checklists and profiles are able to help in this process. External accreditation in the form of public examinations will remain the yardstick by which success is judged for many years to come, however, and we do our learners a disservice not to take account of this. It would seem logical to assume that those external forms of assessment, if they are to truly reflect purposeful and individual learning, should regularly review and reward achievement. The graded objectives movement has known this for years and the guiding principle was always that learners are able to achieve their recognition of progress at their own rate, i.e. they take the 'tests' whenever they as individuals are ready. Many of these schemes, as they mature and are redesigned, have interpreted this principle in a greater emphasis on continuous assessment, mirrored also in many of the assessment schemes of the examination boards normally associated with vocational and pre-vocational language learning mentioned in the introduction to this chapter (RSA, BTEC, LCCI, IOL). It is no wonder that schools and colleges are increasingly looking to these bodies to validate their courses, and a pity that GCSE and 'A' level did not use their review as an opportunity to do the same. The assessment proposals of the National Curriculum Working Group

have attempted to address these issues, return to the principles of the graded objectives movement and allow bodies other than GCSE boards to accredit pupils' achievements.

In conclusion, the structure of the language course will be the reflection of its content and methodology. If the shift is from teacher-centred to pupil-centred, from imposition to negotiation, from class to individual, from form to meaning, from grammatical drills to communicative utterances, from single exercises to integrated tasks, from an age-bound to a stage-bound structure, from baby-minding to purposeful education, then there will be implications for the very fabric of language teaching/learning organisation. Some of these (classroom organisation, materials and assessment) have already been mentioned and are dealt with in other sections of this book. There may, in addition, be some timetabling considerations. Longer time spans ease the problem of breaking the continuum of thought and activity necessary for task-based learning, particularly as language competence increases, although the benefits of intensive language days at the introductory stages of language learning are well documented and beginners can also benefit from longer and more intensive sessions.

In sum, the commitment to purposeful learning, to the increased motivation, pace and enjoyment generated by that commitment will make the national demand for greater competence and differentiation in language learning a distinct possibility.

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7

Some examples of current innovative programmes

Anne Stevens, Linda Hinchliffe, Barry Ezra

The final report on modern languages in the National Curriculum addresses many important features of the approach developed through projects outlined here, which have equal relevance at post-16 levels.

Fundamental to the delivery of the National Curriculum and detailed under the statutory elements of the report are many points relating to teaching and learning strategies. Not only in the 'Areas of Experience' but also in the 'Programmes of Study' do we find many points of principle relating to task-based activities.

This chapter brings together the experience of a number of practising teachers who have managed to weave new programmes of study into the curriculum, using task-based activities to shift the emphasis for the responsibility for learning more to the pupil and also to open up the process of 'learning by doing' in the classroom. The content and development of the activity depends upon whether it is intended to teach new material, assess or revise work which has been covered, or simply to revise. An assignment can also be a forceful motivator in that the activity shows how the learning is directly relevant to the world outside the classroom.

When starting out on a new venture, teachers should take care never to be too ambitious. It is always best to start with what is familiar - a basis which is over-complex or too far removed from experience will be difficult to maintain. In the process of using

assignments, pupils will always emerge with unforeseen questions, problems or resolutions. A source of reliable information or updating which is close at hand is invaluable. It is best, therefore, to centre activities initially around a local source, an activity such as a trip or visit or a community-based project. When a suitable approach has been decided, areas of activity can be slotted in, and these do not have to be totally new and original to be valid. The reason why so many syllabuses and course-books cover roughly similar areas is precisely because these are the very ones which are needed. What does have to happen is for these familiar scenarios, such as meeting and greeting someone, to be translated into a real setting with real names drawn from the local area. The activity is then developed just as it is likely to happen in real life, with all the problems and complications that life brings. If they can be based on actual experience, so much the better.

So what's new? Essentially that developing activities in this way brings a number of new features to the activity that the student carries out:

- The assignment should develop using the foreign language as much as possible.

- Not all the linguistic elements contained in the text may be known to the learner. The tasks should simulate, as far as possible, the types of demand likely to be made on the learner in applying the language skills outside the classroom. This approach has implications for the materials and the nature of the skills being developed in the learner:

  - the use of appropriate information services
  - clarification or ordering of information
  - expanding or summarising information

- Teacher interference should be minimal. The text is best left in its original form as far as possible.

The teacher's skill is utilised in the setting of the tasks. It is the **type** of activity that determines the level of work, not the stimulus material.

Progressing through an assignment is the most difficult aspect to plan. It is always best to have various 'contingency measures' in reserve. These can be used to complicate activities for those who speed through the work (e.g. the visit has had to be altered, the group have to travel via Paris, not Brussels as planned) or strategies to overcome unforeseen problems (e.g. the secretary has found the details she lost and a fax with the information has just arrived). The teacher can maintain tight control over the speed of work and can also emphasise particular areas of language, e.g. number work, if this is seen as difficult.

When the teacher has decided on the background and basis for the activity, particular tasks will evolve from materials available. This may be realia collected from trips by teachers or students, information supplied locally or from within the school. Activities have been based around such diverse situations as: finding a holiday location for a member of staff; helping the foreign assistant to find his/her way around; providing help to a local company with the arrival of a foreign visitor.

Although one person could write a whole series of assignments, a group approach is much easier and more practical. Ideas flow and multiply as individuals work together. When the group have decided on the starting point, they need to pool ideas with the emphasis on the sequence of activity at this stage, **not** on areas of language practice. The following is a suggested strategy:

★ What are we going to do?

Select three ideas. Plan three activities around these ideas which follow on naturally and exploit different skills.

★ Why are we going to do it?

Assessment of the activity should be discussed before developing more detail because the criteria selected will lead to a need to prioritise activities.

★ Who is going to do what?

For whom should the activity be designed? It is always a good idea to prepare activities and assessment criteria around more than one group. Once ideas are flowing, it is not difficult to devise different patterns of exploitation related to various levels of work, age ranges or skills development.

★ How are we going to know if the scheme is working?

It is always advisable to 'trial' activities in the classroom as soon as possib' and report back to the group. By making a strict deadline for such use in the classroom, even more reluctant members can be persuaded to join in. It goes without saying that the feedback session needs to take place in an atmosphere of complete frankness and honesty!

★ How are we going to maintain momentum?

Once an activity/assignment has been tried out, there will be no shortage of ideas for modifying or developing the ideas. As many teachers as possible should contribute to the development. An important warning should be heeded from the outset, however. No matter how the activities are constructed - in outline, in detail etc, each of us teaches to a different style and works in different ways. There will be greatly differing interpretations of even the most elaborately planned programme. The system can only thrive if developments can absorb and take account of all such differences and diversity.

THE LORD GREY SCHOOL FLAW COURSE

As has already been mentioned, Lord Grey School is involved in modular course design. A broader look at the curriculum in the school shows that this approach has meant that the school is able to offer post-16 students a choice of either beginning a new language (French, German, Spanish, Japanese) or continuing their first language for one

more year. As long ago as September 1985 the school piloted a continuation course in French and decided to base the course on the Foreign Languages at Work scheme of the London Chamber of Commerce and Industry, which gave a flexible framework of defined language skills and performance criteria. The result was the 'business languages' course lasting two and a half terms. The course is divided into five units of work, each with its overlapping range of linguistic topic and skill areas, and each with extensive practice/learning material.

Each unit is presented to the students in a printed booklet with a list of contents and references to materials, books, cassettes, etc. There is a suggested sequence for the completion of tasks but students are free, within limits of time and available machinery etc, to complete the practice and learning in whatever way and at whatever pace they wish. The language laboratory is always available to students during lesson time and this is a valuable facility for self-access learning. Many students have a personal copy of the cassette for a particular unit and therefore are able to complete many listening tasks at home. Oral cards accompany each unit of work and these are completed with the language assistant, the teacher or, more usually, with a fellow student.

Each unit of work is followed by a week-long assignment based upon the dealings of an imaginary business, 'Greylord Electric'. These five assignments form a graded assessment upon which students' performance is judged.

The five units of work are as follows:

- *The boss goes abroad*
  Travel, accommodation, car hire, telephoning, etc.

- *Business as usual*
  Interviews, job applications, arranging meetings, messages, orders, correspondence, etc.

- *The business trip*
  Transactional exchanges for travel, accommodation, shopping, sightseeing, restaurants, dealing with emergencies, business meetings, etc.

- *The aftermath*
  Thanks, complaints, lost property, contracts, follow-up orders.

- *The return visit*
  Receiving a visitor, making arrangements, talking about Milton Keynes, socialising, a factory tour.

The most successful unit appears to be the final one, as the students actually have to carry out the task. A part of the school buildings is 'transformed' into the factory and pupils actually take the visitor (usually a teacher) around and point out the different parts of the factory. They give information about the production at 'Greylord' and answer questions about various aspects of the business. Various members of staff in other departments get involved and the whole exercise is generally enjoyed by the students. It sounds a very complicated exercise to carry out, but in reality only requires a few notices on doors and the co-operation of colleagues. The school is very generous in providing cover for the member of staff involved.

On the FLAW course the students have much more freedom to plan and organise their own work schedule. Most of the time they are working individually or with a partner and it is very seldom that the whole class is working on the same activity. Despite the more flexible approach, the teacher works to a very structured time scale, determined by individual modules and assignments marked at regular intervals. Late submission of work is penalised, so from the beginning students realise the need to organise their time and plan accordingly. Students develop a greater awareness of their own strengths and weaknesses - staff feel that this is essential for the individual student to decide time allocation for skills practice and improvement. Progress can therefore be self-evaluated and then clarified by the written profile and discussion with the teacher.

In contrast to the more traditional language examinations, there is a broader base of skills that the students are expected to attain. While still improving their knowledge of French, the emphasis of the course is on French in a business situation and the usability of the end product is the deciding factor in assessment. Students are learning how to write concise memos, set out and write business letters, read timetables to plan journeys and visits, socialise, etc. These are the

skills which they initially find difficult, as such tasks often present problems in their own language.

The staff report that student response to the course has been very positive. They are eager to do well, interested in their progress and determined to improve. They like the more relaxed atmosphere in the classroom and the freedom to plan their own work. With very few exceptions, students have not abused the freedom they have been given.

While the students have, on the whole, adapted well to the new kind of courses, it is not always so easy for the teacher. Teachers are used to standing at the front of the classroom and teaching the whole class, with all of the pupils doing the same activity. In FLAW classes the teacher is in the position of an advisor, helping individual pupils when they require assistance, practising conversations with individuals and only occasionally teaching students from the front of the class. They have had to get used to students wandering in and out of the classroom to the language laboratory or the word-processing room. The system does work and has been tried with classes of thirty-five.

The first year of the course was a success, even though the course was far from perfect and encountered many problems. It was decided to continue with the course and also offer a course in German. In July 1986 a TVEI languages working party was set up in Milton Keynes with representatives from other Milton Keynes schools. This working party agreed to concentrate on the production of materials based on those piloted the previous year at Lord Grey and other schools decided to use the materials with sixth-form students. A local industrialist was also invited to join this working party.

After the first year they were able to stand back and look at the course and see much more clearly the direction in which it should be heading. The large number of students attracted to the course had created organisational problems; it simply was not possible for students to be free to organise their own work schedules, mainly because of inadequate facilities and equipment. These problems were eventually solved, however.

Teachers also felt that the spoken language of their students had suffered. They had included oral tasks in all the units but these were not sufficient and a more structured approach was necessary. One of

the tasks of the working party, therefore, was to devise oral cards to accompany each unit.

The value of 'real' situations

The development of suitable materials remains the major obstacle to the development of new courses. It is one which is being faced by all those involved with vocationally oriented language learning courses, whether in further or higher education or in the teaching of adults in colleges or companies. Many specialist courses have been developed in a wide range of languages, mostly by individuals responding to a particular need. There are moves afoot to make these more generally available through a system of 'franchising'. The syndication of the materials would take place through a central project unit, linked to colleges, polytechnics and universities, as well as through the Language Export Centres.

For anyone not fortunate enough to have local links such as those described in Milton Keynes, the local Language Export Centre may well be able to help. These are government sponsored centres which have been set up to develop foreign language training for the world of industry and commerce. They are always pleased to know about any related projects in their area and are a rich source of information about language development in the region.

If the language and its use is to be relevant and practical outside the classroom, then it needs to be put to use in a context which means something to the learner. In other words, the language needs to convey a useful message. Language should be acquired as a tool and used as a means of effecting some activity; the learner needs to be able to effect a variety of tasks in spontaneous and unpredictable situations.

In order to be able to do this, the content of the language lesson may well have to be restructured. If 'real' situations are to be simulated, then the language will and should be used in the context of the life of the learner - inside and outside school. The language teacher must place the activity and use of the language firmly in context and this contextualisation should be part and parcel of the language learning process from the earliest stages. An obvious example is to harness some activity within the school or group which

is taking place in another context and adapt or enlarge the activity to embrace some language work, such as has been seen in the Wirral and Tameside schemes.

Experience has shown that the more immediate and real the task, the greater the motivation and the more positive the outcomes from **all** pupils.

Many schemes lay particular emphasis on the personal and social development aspects of the curriculum. In setting out their 'General principles', the working group from Clwyd LEA make it clear that linguistic development can only proceed providing a natural progression in other social and personal skills is also achieved. The document emphasises the need to base learning situations on the relevant experiences and interests of developing adolescents. It states:

> *Many course books still depend on situations involving middle class families happily enjoying holidays abroad. Although tourist-type courses are enjoyable in the junior school, they rapidly lose their interest for older pupils who are attempting to relate themselves to the world at large. The content of the curriculum is determined by the world of the adolescent into which 'survival' situations may be built. In the search for identity, adolescents expend a great deal of time and energy interacting with their peers and with adults. Materials chosen should be designed to tap this rich source of interaction*[1].

Having decided on a framework and designed the principal aims and objectives, there needs to be thorough preparation and the linguistic and non-linguistic objectives should be clear to both the teacher and the learner. It is essential to maintain a 'global' view of the development of an activity and its place in the language programme in order to ensure a coherent teaching/learning/assessment strategy.

The place of tasks and activities will vary from occasional use to an assignment-led curriculum. Whatever their use, the activity should develop directly from the teaching that precedes it. The method and form of assessment should reflect the same objectives. As far as possible, the assessment should not vary from the type of 'practice' activity or simulation that has been carried out in the classroom.

Working within such a setting carries implications for teachers, which affect their established role as well as conventional classroom practice techniques. Some of the implications of the approach are:

- The teacher is no longer an instructor alone, but adopts other roles - advising and even learning with the students. The teacher is a helper or 'consultant' to the group.

- The teacher establishes a more personal role with the students. Clearly the relationship needs to be one of confidence on both sides in order to establish an open approach to the learning. The student's perception of the teacher will also be different and probably more informal than in the 'traditional' situation.

- The mode of working will entail different activities being carried out simultaneously in the classroom, the overall coherence being managed by the teacher. The number of students involved in a particular part of the activity will also vary; they may be working individually, in pairs or in groups.

- The expectation and demands of the teacher will be different. The class work to deadlines - reflecting 'real' life - and the groups report according to strict schedules. The amount and quality of work completed in the time is a factor in assessment.

The major problem for the teacher assigning language tasks is that the outcomes and objectives are defined in terms of successful task completion rather than strictly linguistic development. This does not mean that linguistic competence is discounted, but this will be one factor and not the sole factor in assessing performance. The second difficulty lies in the fact that not only will the learner be required to use the language under circumstances which are probably very different from 'normal' classroom procedures, but also the level and type of language needed will be dictated by the task rather than the level of linguistic ability of the learner.

In the Wirral an intensive day entitled *'Acreville'* was organised for a TVEI group when the advisory teacher learned that a local school was to become vacant for a day. He decided to use the building to

simulate a French town and to set up activities which would try to put into practice what was being developed as Wirral's response to finding a context for modern languages within the TVEI scheme of things.

The day was planned and carried out with the co-operation and support of teachers from the schools involved in the TVEI assignment-based French course, colleagues from other schools and a local teacher training college, not forgetting the corps of French assistants who had volunteered for miscellaneous duties of a potentially linguistically hazardous nature ...

Each participating school was represented by a team of four (gender balanced from mixed schools), with members of varying linguistic ability. Teams received a printed general briefing about ten days prior to the event, advising them to bring along a French dictionary, amongst other things, but with no details as to what was in store for them.

On the day, the teams reported to the Teachers' Centre for early morning registration and issue of documentation (in French). A scrolling computer display gave details of where and when teams were to board the minibuses to *Acreville* ('... a suburb of a little-known French town...'), and participants were eventually deposited 11 km away at the town gates, welcomed by *M le Maire*, and sent to the *Syndicat d'Initiative* for their copy of a town plan.

Although, clearly, students spoke English among themselves, each activity 'station' was staffed by a monolingual French employee who was instructed to respond as the archetypal 'sympathetic French speaker'.

In addition to the 'authentic' setting, other keynotes of the day were language skills and problem solving by collaboration, so activities were varied and widely distributed throughout the large building. Teams had to negotiate their way through a complex of French streets organised by a one-way traffic system, patrolled by *gendarmes* who were empowered to assist, check ('... *vos papiers, s'il vous plaît* ...'), or fine errant teams.

Elements of low (telephone!) and high (computer-driven sideways scrolling messages/CALL software) **technology** were built into the menu of activities, together with a selection of **vocationally oriented** tasks.

An added dimension was to be the day-long background competition to see which team would be first to discover the whereabouts of the fabled *'Pomme d'Argent'* (actually a 14lb shot wrapped in cooking foil) by following a series of highly ingenious clues. One of the teams discovered the apple after a very short time with disgusting ease!

These comings and goings were co-ordinated from a central control desk, where teams were despatched to activities and issued with plastic *jetons* - the currency of the day - upon successful completion of their tasks. The *jetons* earned enabled teams to purchase their lunch and refreshments.

It should be said that the pupils taking part in the day had come from very different types of schools and backgrounds. For some, the idea of working in a team under such circumstances was quite alien. Nevertheless, an atmosphere of enthusiastic and energetic participation prevailed throughout the proceedings, whilst pupils' general comments afterwards confirmed how interesting, valuable and enjoyable they found the whole experience - working as a team in this special context certainly seemed to have given the participants stimulating insights into the relevance of their classroom experiences.

To the observer, much was on view to encourage consideration of how other, perhaps smaller-scale, ways might be found to enable young students to demonstrate to themselves and others some of the real-world applications of their language studies.

In more precise terms, some of the factors to be considered in writing an activity can be summarised as follows:

Framework

- the activity should relate to the age, ability and likely use of the language by the learner outside the classroom;

- where possible, the activity should reflect a local use or application (school, locality, commerce etc);

- materials used should be derived from such real sources - or simulate similar conditions;

- where possible, the classroom activities should link up with a real situation (school visit, foreign company etc).

Skills

- the work should be student-centred with responsibility on the learner for obtaining information and carrying out the task, usually based on a problem-solving activity;

- skills should be developed throughout the course;

- kinds of tasks will vary as will emphasis on different skills at different points in the activity/course.

Programme

- a team approach to the development of activities should be planned - ideally between departments, but at least between different staff in the language department;

- wherever possible, links between subjects should be written in to activities;

- where possible, activities which involve greater participation and involvement of other departments should be encouraged.

The skill and knowledge of the teacher is, therefore, needed less in the **teaching** of the **task** than in the **design** of the activity and matching the activity to the group.

A similar task can be 'completed' on many different levels which involve different language activities but are defined in terms of outcome; this means that at the point of designing the activity the team can develop tasks for a wide variety of groups and make effective and efficient use of materials. For example, if an activity involves a telephone call, the nature of the call can make it a suitable activity for a pupil at basic GCSE level or for a good 'A' level candidate. There are quite different skills demanded, for example, in coping with an incoming or an outgoing call. An incoming call, for example, could

involve delivering a short prepared message from someone ('he is absent today', 'he will ring back',) passing the caller to someone else who can help, taking a message, dealing with the enquiry directly, or negotiating directly on behalf of a third party.

In writing such activities into tasks in the classroom, it is essential to define exactly the circumstances and nature of the activity. It is also essential to be absolutely realistic about the ability of the learners, particularly in areas such as telephoning where, if the simulation is life-like, the learner is probably working under considerable stress. Unrealistic demands will only serve to de-motivate and frighten the learner.

Assessment

All the assessment carried out in relation to task-based or communicative language use should help the teaching and learning and, therefore, should be part of the classroom activity. The most helpful form of assessment is one which rouses the pupils' self awareness and is positive in its approach - the 'I can do' type of appraisal. If, in addition, the assessment procedure involves the learner in self-appraisal, then the motivation to learn will be greatly increased.

Creating the activity

Experience shows that the more closely materials and classroom activities match the needs of a particular group, the more effective and successful the teaching. This philosophy is at the heart of the graded objective movement for younger learners and also of FLAW and BTEC courses for older pupils.

Bearing all this valuable experience in mind, it seems only logical, therefore, to assume that in considering the extension of practical and useful applied language courses, particularly in the context of offering experience of foreign language learning to all pupils, and to as many as possible post-16, that these successful schemes should provide vital and important directions for the planning for such extensions.

The design of the elements of any programme of work is therefore an aspect which should involve and concern **all** teachers. It is participation in these developments which gives the teacher control of

the learning as well as the all-important opportunity to develop courses which build on the strengths of the team involved.

The value of working with 'authentic' materials or of developing pair and group work through classroom activities has long been recognised in the language class. However, the 'task' and 'assignment' is altogether less evident in most school classrooms, though quite familiar to some teachers in the further education sector.

The use of language tasks quite simply means that the activity is as 'authentic' as the materials involved in its execution. Teacher intervention is reduced to a minimum, for example in terms of exchange or 'doctoring' documents in order to make them more legible or 'logical'. The teacher would not 'adapt' the activity to suit the materials - such as designing only questions which are clearly addressed in a text or ordering a request for information to suit the presentation of the text in the foreign language. However, the role of the teacher is crucial in setting only those tasks which can realistically be tackled, taking into account the age and ability of the learners. It is the level of difficulty of the task, not its authenticity which determines how demanding it will be for the pupils.

An authentic task involves the learner in carrying out an activity under the sorts of circumstances most likely to be encountered outside the classroom. For example, in reality it is highly unlikely that any requests for help or information will emanate from someone who actually speaks or understands the language and it may well be that the information required is not to hand, or indeed is not available. Ascertaining such facts is part of the skills development involved in the activity. In terms of making the language 'real' and 'practical', this is fundamental. Sadly, many young learners find the world outside the classroom a more difficult and demanding environment in which to use their skills than the language classroom itself.

The language teacher must be aware, therefore, of fostering not only an interest and enthusiasm for the language, but of encouraging those skills of 'coping' with the foreign language in a world which is largely unaware of the difficulties of so doing.

It is these situations which should form the basis of classroom activities which attempt to simulate real life as closely as possible. The details of the task will largely be determined by the part this activity plays in the teaching programme. The depth and breadth of the

activity will depend upon the objectives set by the teacher or team for this part of the programme. In approaching a new activity, it is important to remember that the most successful activities are often simple and always clear in their application to real life. Whilst a full simulation activity can be most rewarding and may provide a useful goal for a teacher to aim towards, task design does **not** have to be approached with such lofty ambitions in mind. Short, simple activities are very valuable.

THE TAMESIDE TVEI SCHEME

The activities devised for use in the scheme derive from situations which arose around the school and in the local community. For example, a member of staff who wanted to rent a cottage in France gave the task of investigating the possibilities, writing for details and dealing with all the correspondence to the group. This formed the basis of a more complex activity in subsequent years, involving looking at properties for sale and requesting all the relevant information. Some examples of the tasks devised in this context are described below:

ASSIGNMENT - HOUSE AND HOME

As the *Bande Franglaise*, we have recently received several jobs which come in the category 'House and home'. Your job is to help enquirers with their problems.

★ TASK ONE

From Mr B
We are looking for a house-swap to enable us to spend a month's holiday in France. We have received some literature from a French estate agent (see sheet *'Annonce Immobilière'*). We understand some of it but not all. Could you try to answer our questions for us?

We would also like to advertise our house in the French press. Could you design an advert for us? You'll probably need to use the French adverts to help you. Please make it as authentic as you can so that we

don't get cheated (use abbreviations etc). Our house is detached, has two storeys, including three bedrooms, two bathrooms, kitchen, dining room and a very large living room. It has a large garden and a view over the lake.

★ TASK TWO

From Housahome Ltd
We are a local firm who specialise in finding suitable accommodation for people (mainly in England). However, we've had several requests from people wanting to go to France. We've managed to get hold of some French advertisements but our French isn't good enough to place our clients. Could you help? (Look at the sheet *'Immobilier en Bretagne'* and help to find accommodation for the people indicated).

★ TASK THREE

From Nigel S
My penfriend Isabelle has sent me a letter about her house. She's also sent me a plan but, stupidly, she's forgotten to label it. My French just isn't good enough to understand the letter - can you decipher it for me and mark the rooms on the plan?
(see *'La lettre d'Isabelle'*)

★ (LISTENING) TASK FOUR

We've received some literature about certain properties for sale in France. Our French rep, Valentin, has been and viewed these properties and recorded his opinions. Can you listen to his tape and see how his opinions coincide with the French literature. If there is too much inaccuracy, perhaps you could rewrite the advertisements (in English, this time).
(See *'Faut-il croire la publicité'*)

★ (LISTENING) TASK FIVE

Can you listen to the cassette which our French agent has made and

make some notes in English about the properties he has viewed. Will any of them suit these customers we've got on our books?

The purpose of these activities is to:

- increase motivation;
- consolidate learning;
- provide an opportunity to apply new language;
- provide opportunities for assessment.

Within each category there are many further reasons why a teacher may choose to adopt an activity for a short or long-term period. For example, in trying to increase motivation, this may mean bringing life to what has been a less interesting aspect of the programme, or one that has perhaps been interrupted for other reasons. Yet again in a mixed group, an activity can give an opportunity for even the weakest to contribute and can also give the teacher the opportunity to assess or to give extra help on an individual basis.

Some guidelines

If the classroom activity is being used by the teacher in order to increase skills among learners through increased motivation to learn, then the most important features to foster are enjoyment of the activity and a wish to complete it.

One of the potential dangers in using 'real' tasks is that the learner may be frightened away from the language and may be 'de-activated'. Great sensitivity is demanded of the teacher, who must constantly monitor the situation and be prepared to adapt and change the activity if necessary.

The challenge for the teacher is to encourage all learners to use their language - no matter how imperfect - and to be prepared to do so in front of others. In real life, language use will always demand an 'audience', whether it be the foreign visitor, the company meeting or simply using the telephone in an open-plan office.

Probably the fastest way to lose the enthusiasm of students is to start at this point. It is much better to allow them to build up their

confidence - on their own or in pairs, and then work in a larger group with, perhaps, a final report back to the whole group. It is useful to bear this line of development in mind when planning the practice of the activities.

Another important factor is that the purpose of the work should be clear. This can be done by clearly outlining the expected outcome from the activity and if, in addition, the basis of the assessment is also outlined in advance then the participants have a clear idea of not only **what** they are expected to do but also **why**.

The use of 'real' stimulus material underlies much of what has been said. If such material is to be presented in a 'raw' form as is advocated, then the teacher may well need to explain something of the methodology to the learners. Not only the reasons for using such material, but also some ideas about how to use it. For example, it is likely that the stimulus materials and certainly any reference materials will contain a lot of extraneous information. Students will need help in finding their way around such materials and in learning to focus on what is essential. Their particular difficulties will depend largely upon their experience of using such techniques. The teacher may, under some circumstances, be faced with the prospect of prefacing the programme with a short course in study skills.

A major criticism of this approach, which is often voiced and needs to be addressed, is that too much English is used. It is true that in the initial stages of an activity, explanations and details are often given in English. However, one must also consider the outcome. That is to say that at the most fundamental levels the teacher is encouraging pupils to use the foreign language, albeit in a limited form, who might otherwise never have done so. As one moves up the ability range, if English encourages a broader and more confident and competent use of the foreign language, then it is also difficult to condemn the approach. Of course, the intention is that through the use of the foreign language and the increased activity and involvement of the students, the teacher will use the foreign language more and more in presenting the activities.

The stimulus which sparks an idea for a task may arise from very different sources. For example:

- a piece of realia a teacher wishes to use;

- a simulation to help with preparation for examination;
- to provide alternative exploitation of course-book material.

Whatever the reason, the teacher is well-advised to work through the approach to the design of the activity in something like the following outline:

- Target group - keep a clear idea of their ability in mind throughout.
- Time - allow time to prepare/liaise with colleagues and revise before deciding on date for use.
- Aims/objectives - need to be clearly set (BTEC guidelines provide useful help here if required).
- Create the framework - the setting within which the activity takes place. This may be short or long-term, e.g. planning a visit, part of an on-going project in school/college.
- Creating individual tasks - these will arise naturally from the demands of the overall activity. They need to be drawn out in detail and presented in small 'bite-sized portions'.

Teachers often feel diffident about presenting such new ideas to colleagues at first. As almost all activities are inevitably adapted in the light of experience, there is no reason why a teacher should not experiment first with a group before passing to the stage outlined above. The advantage of 'going public' with an activity, whether in the context of a language department or, better still, with colleagues from other departments, is that everyone stands to gain much more from the experience and it will prove a better and more economical use of time. The activity can often be adapted and made use of within different groups.

If this is the intention, various 'sets' of criteria/aims objectives can be drawn up to suit different students. It is much easier to do this while 'immersed' in an activity rather than return to it 'cold' at a later

date. Hence a whole range of activities can be drawn up with varying levels of expectation for task completion. At the same time, the information for the various groups as to what is expected, what materials they need, what help is available to them and the time or deadline for completion can be completed relatively quickly.

Initially, themes such as 'working in an office' or preparation for real work as a bilingual secretary appear attractive but they founder too soon on lack of language skill in the learner or lack of authentic experience on the part of the teacher, which blocks the creation of realistic working situations and problems. The most successful schemes have emerged where teachers have concentrated on broader areas rather than the world of commerce. Many published course books include chapters or exercises on foreign travel, survival situations, etc, so that the vocabulary is not completely new nor the activities way beyond the experience of the average student. Most language teachers have a vast resource in their experience of organising trips abroad and preparing for visits of foreign students. TVEI work offers an opportunity for that experience to be tapped in a way that is not simply anecdotal.

Many newer teacher-produced courses do not seek to narrow such experience, but to emphasise something more real, more authentic about a language learning situation, and to investigate more effective means of motivation and interest arousal, which will promote language learning as something not merely useful and instrumental, but also as exciting and pleasurable. Students will work for languages when they are seen as a means of communicating and comprehending, rather than as a set of formidable barriers typified by endless drills, rote-learning and unreal situations. When students are therefore motivated to work for languages, then the languages will work for them. The concept of languages at work, as though a language is merely another tool for the job, like a pocket calculator or a spanner to be put away and forgotten once the working shift has ended, is a total misconception. Our ultimate aim should be that the majority of our people accept the need for a degree of foreign language expertise as a normal, everyday expectation and that the process of learning makes its attainment accessible and rewarding. Putting languages to work can only happen at this level if teachers emancipate themselves from the concept of foreign language skills as something basically

elitist and academic, something more to do with high culture than with communicating about everyday things to ordinary people, like themselves, who happen to speak a different language.

References

1. CLWYD LEA 'General Principles' relating to foreign language learning - details from languages adviser.

Appendix 1

Some acronyms explained

ALEC	Association of Language Export Centres
APC	Association of Principals of Colleges of Further Education
BACIE	British Association for Commercial and Industrial Education
BTA	British Tourist Authority
BTEC	Business and Technician Education Council
CB	Central Bureau (for Educational Visits and Exchanges)
CBI	Confederation of British Industry
CGLI	City and Guilds of London Institute
CILP	Commercial and Industrial Languages Project
CILT	Centre for Information on Language Teaching
CPVE	Certificate of Pre-Vocational Education
DES	Department of Education and Science
DTI	Department of Trade and Industry
ERA	Education Reform Act
EWE	European Work Experience project
FEU	Further Education Unit
FLAW	Foreign Language at Work scheme
FLIC	Foreign Languages for Industry and Commerce
IOL	Institute of Linguists
IT	Information Technology
LCCI	London Chamber of Commerce and Industry
LENS	Local Employer Networks
LLB	Languages Lead Body
LX	Language Export Centre
NAFE	Non-Advanced Further Education
NCC	National Curriculum Council

NCVQ	National Council of Vocational Qualifications
NROVA	National Record of Vocational Achievement
NVQ	National Vocational Qualification
OCEA	Oxford Certificate of Educational Achievement
ROA	Record of Achievement
RSA	Royal Society of Arts
SAT	Standard Attainment Target
SCIP	School Curriculum Industry Partnership
SCOTVEC	Scottish Vocational Education Council
SEAC	Secondary Education Assessment Council
TEED	The Training, Enterprise and Education Department
TGAT	Task Group on Assessment and Testing
TVEI	Technical and Vocational Education Initiative
UBI	Understanding British Industry
UKCEE	UK Council for European Education
UKLU	UK Lingua Unit
VOLL	Vocationally Oriented Language Learning
WEEPS	Work Experience on Employers' Premises
YTS	Youth Training Scheme

Appendix 2

Useful addresses

APC Bulletins available from
Cambridgeshire County Council
Education Service 1992 Project
Sheraton House
Castle Park
Cambridge CB3 0AY

Association of Language Export Centres
National Coordination Unit
PO Box 1574
London NW1 4NJ

British Tourist Authority (BTA)
24 Grosvenor Gardens
London SW1W 0ET

BTEC
Central House
Upper Woburn Place
London WC1H OH

CILT
Regent's College
Inner Circle
Regent's Park
London NW1 4NS

City and Guilds of London Institute
76 Portland Place
London W1N 4AA

Department of Trade and Industry
1-19 Victoria Street
London SW1

DES Publications Dispatch Centre
Canons Park
Honeypot Lane
Stanmore
Mddx HA7 4PT

European Work Experience project (EWE)
ORT Resource Centre
Queen Mary & Westfield College
Kidderpore Avenue
London NW3 7ST

Institute of Linguists
Mangold House
24a Highbury Grove
London N5 5HT

Languages Lead Body
c/o CILT
Regent's College
Inner Circle
Regent's Park
London NW1 4NS

LENS
Room E624
The Training Agency
Moorfoot
Sheffield S1 4PQ

London Chamber of Commerce and Industry
69 Cannon Street
London EC4N 5AB

London Chamber of Commerce and Industry
Examinations Board
Marlowe House
Station Road
Sidcup
Kent DA15 7BJ

National Curriculum Council
Albion Wharf
25 Skeldergate
York YO1 2XL

Richard Beaton
North Yorkshire Language Centre
Park Grove
York YO3 7SD

NROVA
Distribution Centre
Unit 3, Platts Common
Industrial Estate
Clayfield Road
Barnsley S74 9TG

Royal Society of Arts Examinations
Westwood Way
Coventry CV4 8HS

TEED (formerly Training Agency)
Moorfoot
Sheffield S1 4PD

UK Centre for European Education
Central Bureau
Seymour Mews House
Seymour Mews
London W1H 9PE

UK Lingua Unit
Seymour Mews House
Seymour Mews
London W1H 9PE

Understanding British Industry
Ebury Teachers' Centre
Sutherland Street
London SW1V 4LI

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Appendix 3

Sources of information

(for addresses see Appendix 2)

APC	International Bulletin no 1 contains information about, developments in further education and a full list of addresses of networks and programmes Bulletin no 2 - *A European further education partnership*
BTA	'Lost for words' - report on languages in the UK tourist industry
BTEC	Guidelines on producing language units
CGLI	Information on new language accreditation assignments
CILT	Wide range of information on teaching and learning of languages
DES	Booklet on organisations linking education and industry
DTI	Documentation on 1992 including language training for the new markets

EWE	Resource pack for organisation of work experience abroad
LCCI	Booklet on developing a FLAW scheme
NCC	Documentation on the curriculum post-16
North Yorks Language Centre	Database of resources for teaching FLAW and similar courses
RSA	Syllabus documents for RSA certificate; useful for developing any vocational course
TA	Broadsheets/case studies of modern languages in TVEI
UBI	Resource pack and video for language teachers seconded to industry
UKLU	Information/advice on Lingua programme

Appendix 4

Biographical notes on contributors

Mel Austin is currently Deputy Head Teacher at the George Ward Comprehensive School in Melksham, Wiltshire and a Governor of CILT.

He has been Head of Modern Languages at Lord Grey School, Milton Keynes and a Chief Examiner for the NEA. He has carried out research into vocationally oriented modern language courses in schools and colleges and, more recently, he was a member of the National Curriculum Modern Foreign Languages Working Group.

Jon Dal Din teaches French, Italian, EFL and European Studies at Kingsway Princeton College in London. He has substantial experience of funding language-related work experience placements for up to 25 students per year. He is currently involved in a TVEI work experience related project in Camden which includes negotiating work experience related placements abroad.

Barry Ezra has worked in the Wirral as an Advisory Teacher in the area of assignment-based learning in French and Spanish. He is particularly interested in exploring ways in which Information Technology might be used to create, organise and monitor learning experience for students. He is at present teaching at Birkenhead Sixth Form College.

Ian Godfrey is currently Modern Languages Coordinator at Wirral Metropolitan College, one of the country's largest further education

colleges. He is particularly interested in practical and vocational approaches to language learning and has developed materials for the recent non-literary 'A' level syllabuses, BTEC and training courses for business and industry. Most recently, he has set up flexible attendance open learning workshops within the college.

Linda Hinchliffe is Head of Modern Languages at Lord Grey School, Milton Keynes. She has been involved in the teaching of FLAW courses for five years. She has been involved in teaching a BTEC course in conjunction with Milton Keynes College, which includes Japanese language and culture. She is a member of the Milton Keynes TVEI Languages Group.

Jim Holroyd has been closely involved in modern language developments with TVEI since joining the Wirral Inspectorate in 1983. He has been a member of the CILT planning team for in-service delivery and at present spends part of his time advising the Training Agency on modern language matters.

Dr Christine Mullen is Senior Tutor at Long Road Sixth Form College, Cambridge. She was previously Head of French at St Dominic's Sixth Form College, Harrow, where she developed the FLAW course with Marilyn Gerry who now teaches French at St Helen's, Northwood, where she has responsibility for the school's industry links.

Edith Pagliacci taught for twenty years in a variety of secondary schools, her last post being deputy head of a nine-form entry comprehensive school in Cheshire. In 1983 she became an education adviser for Stockport LEA. Her main responsibilities were modern languages, records of achievement and equal opportunities. Until recently she was a Professional Officer with the National Curriculum Council.

Anne Stevens is the Head of Professional Services at CILT. She is liaison officer for further and higher education and industry. Her work focuses on the role of language teaching and learning in vocationally

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oriented programmes and in employment. She has taught French and Spanish in schools and colleges.

She is currently a member of the Modern Languages Panel of BTEC, the Management Committee of FLAW and the steering group of the EWE project.

Peter Syson fulfils the dual role of Head of Modern Languages and Catering and Head of Marketing and Short Courses at South Downs College of Further Education. He is responsible for European Curriculum Development which covers the college's programme of European work experience and developing European awareness throughout the curriculum.

Look out for these

CILT
Publications

Autonomy in language learning
Edited by Ian Gathercole
The concept of autonomous learning in our schools and colleges is nothing new, yet it is likely to be a major issue of the 1990s and beyond.

This collection of papers should provide considerable practical help to those who wish to embark on a more autonomous approach or who are seeking to strengthen existing practice.

On target - teaching in the target language
Susan Halliwell & Barry Jones
The book shows how it is realistic and possible to teach in the target language. It proposes effective strategies on how to make the language real here and now, in the classroom, and offers some suggestions for departmental workshops on the theme.

What do you mean... it's wrong?
Edited by Brian Page
The objective of communicative competence in language learning implies a more sensitive distinction by teachers between errors and mistakes. How can teachers use this concept to help learners improve their performance?

In this book six contributors describe current school-focused work in their field.

Languages and careers: an information pack
Compiled and edited by Ann King and Gareth Thomas, with Derek Hewett
This pack provides information on courses which prepare for a career involving languages. It is intended for those who are called upon to give guidance on careers and need a wide range of hard facts at their fingertips.

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